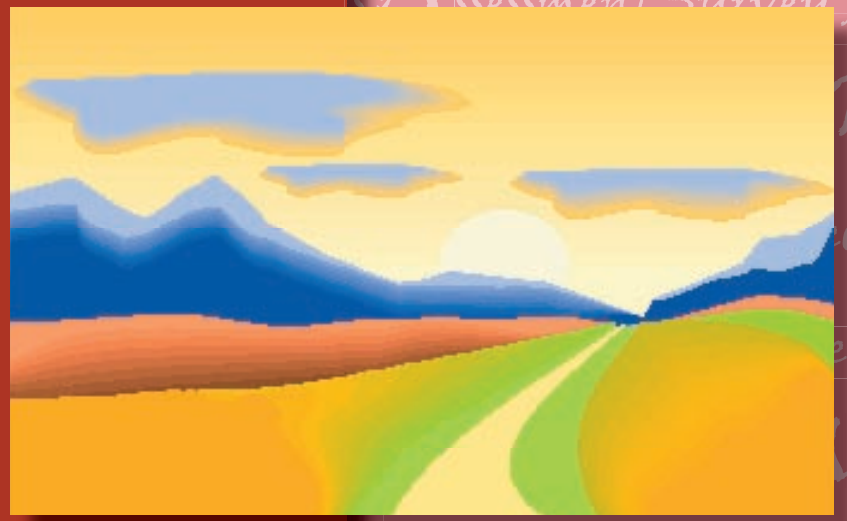
Montana Prevention Needs Assessment Student Survey



State Report 2006

Sponsored by:

Montana Department of Public Health and Human Services
Addictive and Mental Disorders Division
Chemical Dependency Bureau

Conducted by:

Bach Harrison L.L.C.

Montana Prevention Needs Assessment Student Survey

State Report 2006

Sponsored by:

Montana Department of Public Health and Human Services
Addictive and Mental Disorders Division, Chemical Dependency Bureau

Jackie Jandt
Planning and Outcome Officer and
Montana Prevention Needs Assessment Survey Project Director
Chemical Dependency Bureau
DPHHS - AMDD
PO Box 202905
555 Fuller Avenue
Helena, MT 59620-2905

Conducted by:
Bach Harrison L.L.C.

Cover Art Copyright © 1998-2000 Nova Development Corporation

Table of Contents

Table of Figures and Tables

Executive Summary

Section 1: Survey Methods

Section 2: Risk and Protective Factors and Scales

Survey Results

Section 4: Factors Related to Substance Use

Acknowledgements

This study was a cooperative project of the Montana Department of Public Health and Human Services, Addictive and Mental Disorders Division, Chemical Dependency Bureau and Bach Harrison L.L.C. Funding was provided by the Center for Substance Abuse Treatment under the Montana Substance Abuse, Prevention and Treatment (SAPT) block grant. The cooperation of the Montana Office of Public Instruction and public schools throughout Montana was instrumental in completing the 2006 Prevention Needs Assessment Survey.

There were many individuals who helped with this project. The staff of Bach Harrison L.L.C. would like to thank Jackie Jandt, M.S.W. for her support and efforts at promoting the survey and the Risk and Protective Factor Model of prevention throughout Montana and supervising the needs assessment process.

We would like to acknowledge the efforts of the staff of Bach Harrison L.L.C. - Paris Bach-Harrison and Mary VanLeeuwen Johnstun - for their assistance in working with schools, scanning questionnaires, conducting analyses, and preparing the final report.

Executive Summary

The Montana Prevention Needs Assessment (PNA) Survey has been administered to Montana's youth in grades 8, 10, and 12 five times — October 1998, March 2000, February-March 2002, February-March 2004, and February-March 2004. Comparisons in this summary will be made between the results of the 2002, 2004, and 2006 surveys. Readers who are interested in the results from the 1998 and 2000 PNA survey can consult the 1998, 2000, 2002, or 2004 reports. Montana survey results can also be compared to youth nationwide. The PNA Survey was designed to measure the need for prevention services among youth in grades 8, 10, and 12 in the areas of substance abuse, delinquency, antisocial behavior, and violence. The questions on the survey ask youth about the factors that place them at risk for substance use and other problem behaviors along with the factors that offer them protection from problem behaviors. The survey also inquires about the use of alcohol, tobacco and other drugs (ATODs) and participation in various antisocial behaviors.

Montana has been using the Risk and Protective Framework to guide prevention efforts aimed at reducing youth problem behaviors.

The survey was sponsored by the Montana Chemical Dependency Bureau, Addictive and Mental Disorders Division (AMDD), Montana Department of Public Health and Human Services as part of the Prevention Needs Assessment Project funded by the Center for Substance Abuse Treatment (CSAT). The AMDD contracted with Bach Harrison L.L.C. to conduct the survey. The survey was administered to 22,194 (19,298 in grades 8, 10, and 12) youth throughout Montana during spring 2006.

Participation By Montana Youth

An attempt was made to survey all of the students in grades 8, 10, and 12 in Montana. This level of surveying is necessary because program planning often requires knowledge of substance use, antisocial behavior, and risk and protective factors for various subpopulations, such as youth in a specific community, a grade in school, or from single-parent homes. Having a good sample of students allowed Bach Harrison to generate profile reports at the school, school district, county, and regional levels.

Enrollment figures from the Montana Office of Public Instruction show that for the 2005-2006 school year, there were a total of 36,159 students in grades 8, 10, and 12 who were eligible to participate in the survey. A total of 19,298 students in grades 8, 10, and 12 participated in the 2006 PNA Survey which resulted in a participation rate of 53.4%. There was good representation across the state. Further, it must be noted that there was a high participation rate within the schools that chose to participate. Based on enrollment information provided by participating schools and school districts, 22,557 surveys were distributed to schools for completion by 8th, 10th, and 12th grade students. Of these surveys, 19,298 surveys (85.6%) were completed and returned by 8th, 10th, and 12th graders.

For the Montana PNA Survey, there was nearly an equal number of males and females who took the survey in all grades (female = 50.1% and males =49.9%). The majority of respondents were White (82.8%), with the next largest ethnic group being Native American (8.6%). The other ethnic groups accounted for 8.6% of the respondents.

While not all students participated, the fact that a majority of students across the state completed this voluntary survey makes this survey a good estimate of the rates of ATOD use and levels of risk and protective factors of youth in the state. The survey results provide considerable information for communities to use in planning prevention services.

The Risk and Protective Factor Framework

Montana has been using the Risk and Protective Framework to guide prevention efforts aimed at reducing youth problem behaviors. Risk factors are characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth. Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington Social Development Research Group have investigated the relationship between risk and protective factors and youth problem behavior. For example, they have found that children who live in families with high levels of conflict are more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict.

Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research reviewed by Drs. Hawkins and Catalano include bonding to family, school, community, and peers; healthy beliefs and clear standards for behavior; and individual characteristics. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior.

Research on risk and protective factors has important implications for prevention efforts. The premise of the risk and protective factor model is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem behaviors. By measuring risk and protective factors in a population, prevention programs can be implemented that will reduce the elevated risk factors and increase the protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring, tutoring, and increased opportunities and rewards for classroom participation can be provided to improve academic performance.

In order to make the results of the 2006 Montana PNA Survey more usable, risk and protective profiles were developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. Comparisons can be made between youth in Montana and youth from the seven states (Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington) who have taken the same survey.

An example of the substance use and risk and protective factor profiles contained in the main report can be seen in Figures 1, 2, and 3. The samples are for 10th grade students in Montana who completed the survey. Similar profiles have been developed for the individual grades (8, 10, and 12), and were sent to each participating school district. These profiles allow prevention planners to more precisely target prevention interventions. Charts for all grades and more information on profile development are contained in Appendix E of this state report.

For Montana 10th graders, lifetime use rates of alcohol, cigarettes, marijuana, and hallucinogens have been gradually decreasing since 2002.

Rates of ATOD use and antisocial behaviors for Montana 10th grade students can be seen in Figure 1. In general, 10th grade lifetime and 30-day use rates are on the decline. Tenth grade lifetime use rates of alcohol, cigarettes, marijuana, and hallucinogens have been gradually decreasing since the 2002 survey. Past month 10th grade use of alcohol and marijuana has also been decreasing since 2002. While rates of 10th grade binge drinking increased from 2002 to 2004, there was a significant decrease in 10th grade binge drinking in 2006. Rates of being drunk or high at school have been decreasing since 2002.

Figure 2 shows the percentage of Montana 10th grade students who are at-risk for problem behaviors compared to the seven-state norm. Montana 10th graders are less at-risk for several scales than students in other states. As can be seen in the risk profile chart (Figure 2), some areas where 2006 Montana 10th grade scales are well above the seven-state level are Transitions and Mobility, Perceived Availability of Drugs, Parental Attitudes Favorable to Antisocial Behavior, Parental Attitudes Favorable to Drug Use, Rebelliousness, Peer/Individual Attitudes Favorable to Drug Use, Interaction with Antisocial Peers, Sensation Seeking, Peer/Individual Rewards for Antisocial Behavior, and Intention to Use Substances. The 10th grade scales

with the lowest percentage of youth at risk are Early Initiation of Antisocial Behavior and Early Initiation of Drug Use. A review of the risk factor scales shows that ten of the risk factor scales decreased since 2004.

Three new protective factor scales were added to the 2004 survey. The scales are Interaction with Prosocial Peers, Prosocial Involvement, and Rewards for Prosocial Involvement. The new protective factor scales were added to increase the ability of the Montana PNA to measure protection in the peer/individual domain. Protective factors buffer the influence of the risk factors operating in a young person's life. Research has shown that young people who are involved in a religion, spend time with prosocial peers, participate in prosocial activities in the community and at school, and are rewarded for those activities are less likely to become involved in problems behaviors. These important protective factors are now measured through the Montana PNA Survey. Montana 10th grade students report a similar level of protection (Figure 3) compared to students from the seven states. Montana 10th grade students in 2002, 2004, and 2006 indicated higher levels of protection than students in the seven states for Community and School Opportunities for Prosocial Involvement, School Rewards for Prosocial Involvement, and Belief in the Moral Order. Comparisons between the 2004 and 2006 results show that levels of protection are increasing, with increases in 11 of the 13 protective factor scales for the 10th grade.

Figure 1

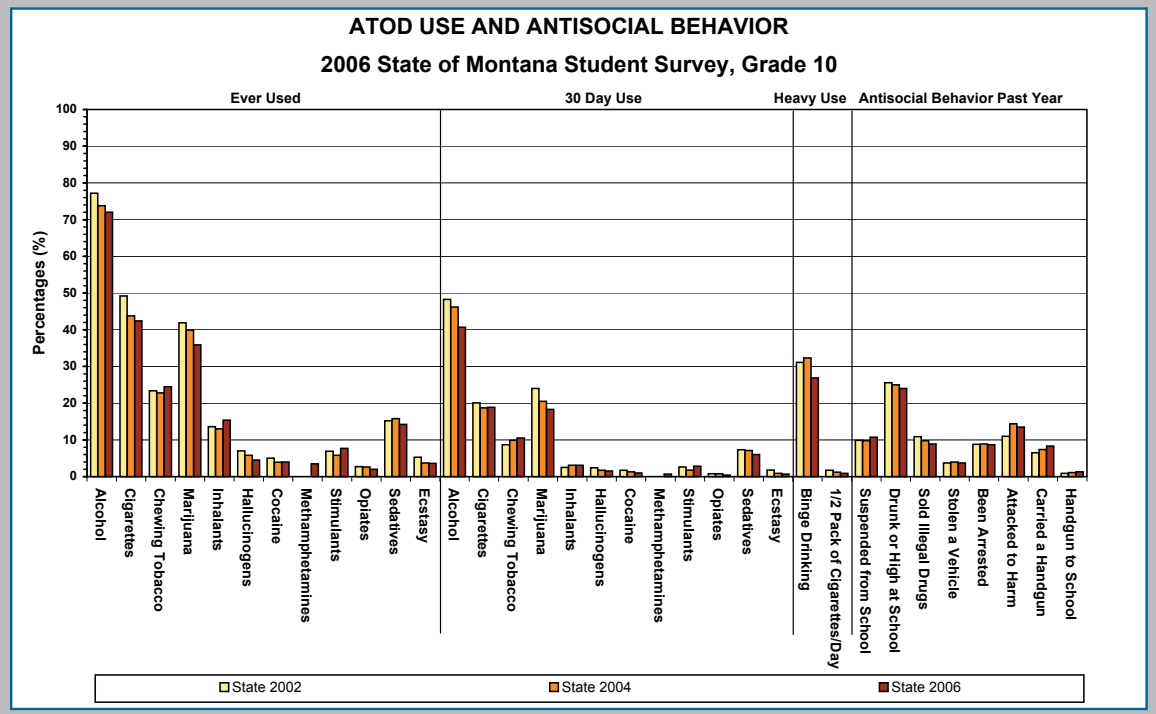


Figure 2

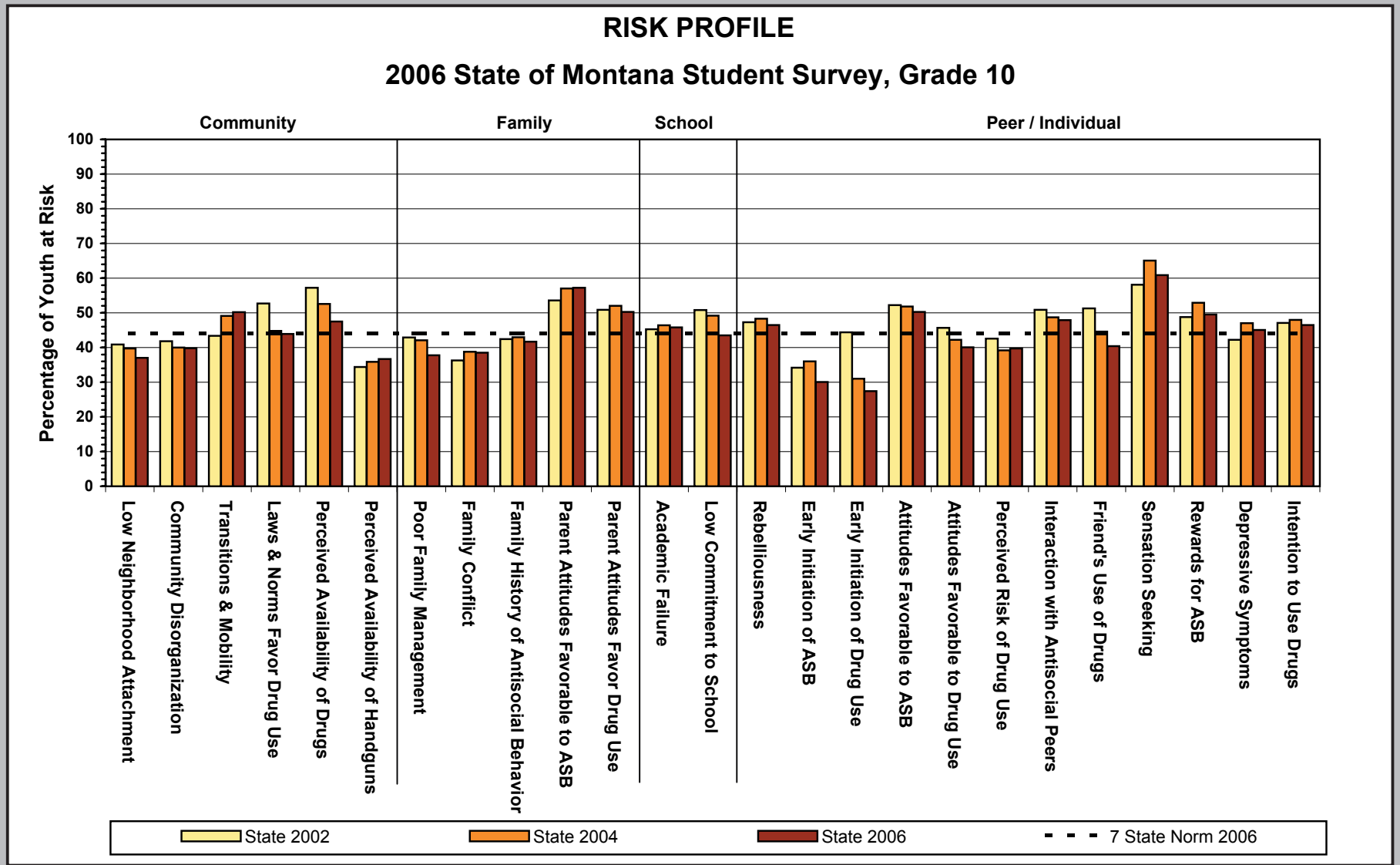
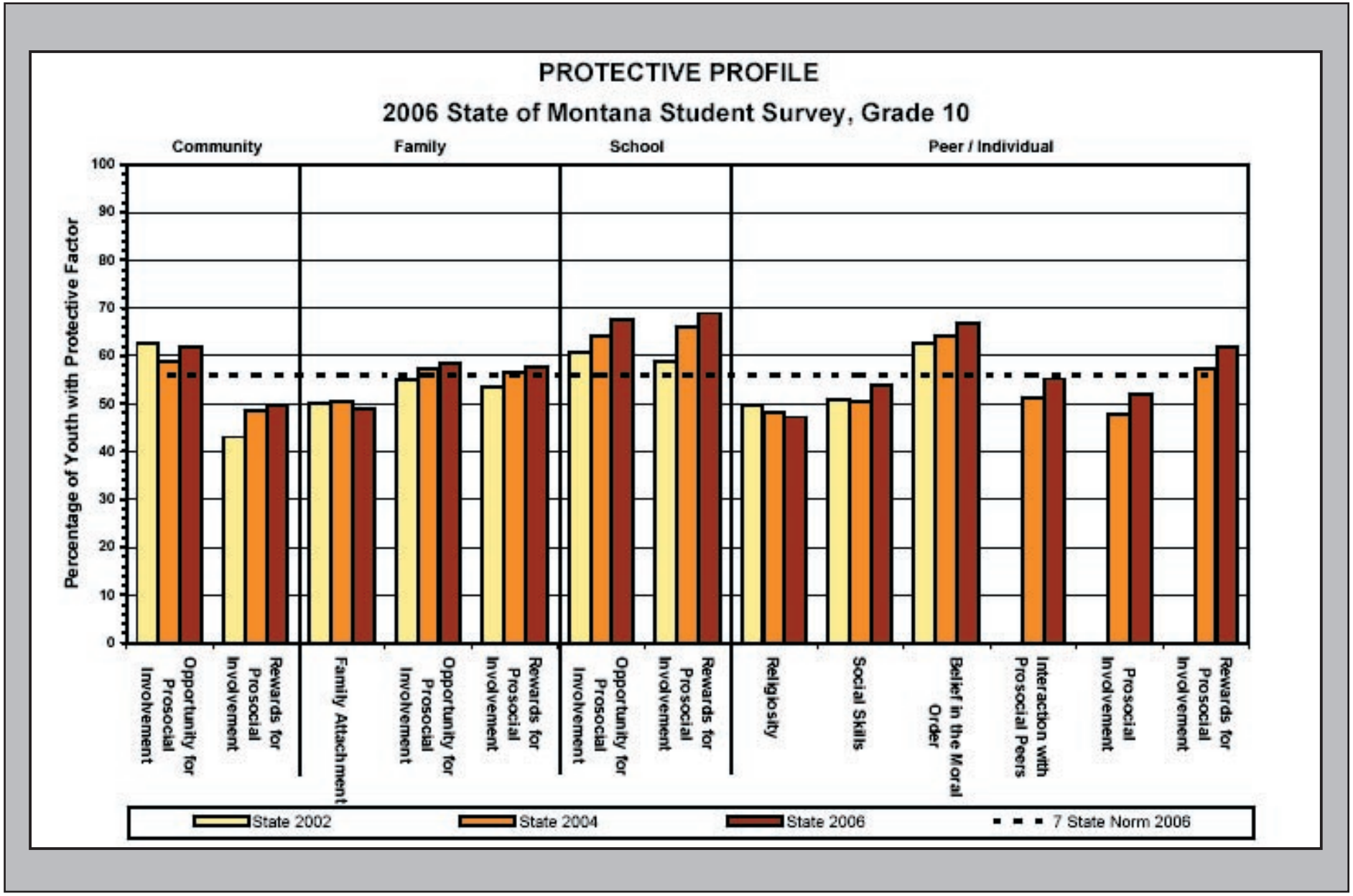

RISK PROFILE
2006 State of Montana Student Survey, Grade 10
Community
Family
School
Peer / Individual
Percentage of Youth at Risk
100
90
80
70
60
50
40
30
20
10
0
Low Neighborhood Attachment
Community Disorganization
Transitions & Mobility
Laws & Norms Favor Drug Use
Perceived Availability of Drugs
Perceived Availability of Handguns
Poor Family Management
Family Conflict
Family History of Antisocial Behavior
Parent Attitudes Favorable to ASB
Parent Attitudes Favor Drug Use
Academic Failure
Low Commitment to School
Rebelliousness
Early Initiation of ASB
Early Initiation of Drug Use
Attitudes Favorable to ASB
Attitudes Favorable to Drug Use
Perceived Risk of Drug Use
Interaction with Antisocial Peers
Friend's Use of Drugs
Sensation Seeking
Rewards for ASB
Depressive Symptoms
Intention to Use Drugs
State 2002
State 2004
State 2006
7 State Norm 2006

Figure 3


PROTECTIVE PROFILE
2006 State of Montana Student Survey, Grade 10
Community
Family
School
Peer / Individual
Percentage of Youth with Protective Factor
100
90
80
70
60
50
40
30
20
10
0
Involvement
Opportunity for Prosocial Involvement
Rewards for Prosocial Involvement
Family Attachment
Religiosity
Social Skills
Belief in the Moral Order
Interaction with Prosocial Peers
State 2002
State 2004
State 2006
7 State Norm 2006

Substance Use Rates

Table 1 shows the percentages of Montana youth in grades 8, 10, and 12 who used the 13 categories of ATODs at some time during their life. Lifetime use is a measure of the percentage of students who tried the particular substance at least once in their life and is used to show the level of experimentation with a particular substance.

The 2006 Montana PNA data are compared throughout this report to the national Monitoring the Future (MTF) survey data. State results from the 8th, 10th, and 12th grades are compared to national results from the same grades. When the wording of PNA and MTF questions were the same, 2005 MTF data was used in comparison to 2006 PNA data. However, to accurately compare MTF drug use to Montana drug use when the questions are not worded the same, the MTF database must be available. Because the 2005 MTF database is not available at this time, the 2004 MTF use rates are used as the latest comparison for sedative use.

Several substances have been showing a steady decrease in lifetime and 30-day use since the 2002 survey.

In comparing the 2006 survey results to the 2004 survey results, lifetime use rates for all students decreased for alcohol (decreases of 1.7% to 3.1% in each grade), cigarettes (decreases of 1.4% to 3.7% in each grade), and marijuana (decreases of 4.0% to 6.2% in each grade).

Further, in comparison to results gathered in 2002, lifetime use rates in the 8th, 10th, and 12th grades are lower now than they were four years ago for each of the following substances: alcohol, cigarettes, marijuana, hallucinogens, cocaine, ecstasy, and any drug. The greatest decreases since the 2002 survey were found for alcohol (decreases of 5.2% to 7.2% for each grade), cigarettes (decreases of 6.2% to 10.1% for each grade), and marijuana (decreases of 6.0% to 6.6% for each grade).

Montana survey participants in grades 8, 10, and 12 have had more lifetime experience with alcohol, cigarettes, smokeless tobacco, marijuana, and inhalants than students in the MTF national sample. For alcohol use, 11.9% more 8th graders, 8.8% more 10th graders, and 6.4% more 12th graders reported lifetime use in Montana than students in the same grades in the national sample. Similarly, 2.7% to 3.5% more Montana youth in each grade (8th, 10th, and 12th grades) than youth nationwide used cigarettes, and 2.1% to 14.5% more Montana youth in each grade used smokeless tobacco than 8th, 10th, and 12th grade students in the national MTF Survey. Montana students in grades 8, 10, and 12 had less lifetime experience with other illegal substances such as hallucinogens, cocaine, and stimulants than students in the national MTF Survey. While Montana lifetime stimulant use rates were 3.6% in the 8th grade, 7.7% in the 10th grade, and 9.2% in the 12th grade; MTF lifetime stimulant use was 7.4% in the 8th grade, 11.1% in the 10th grade, and 13.1% in the 12th grade. Figure 16 presents a comparison between Montana 8th, 10th, and 12th grade students compared to MTF students in each grade.

Table 2 displays the percentage of students who indicated that they used ATODs in the past 30 days. In comparing the 2006 results to the 2004 results, total 30-day use rates for all substances remained fairly stable. The biggest changes in past month state substance use were for 30-day alcohol use (decrease of 5.4% since 2004), cigarette use (decrease of 1.7% since 2004), marijuana use (decrease of 3.5% since 2004), and sedative use (decrease of 1.1% since 2004). The only substances to show a significant decrease at each grade level were alcohol and marijuana. Past month use rates of alcohol, marijuana, and any drug have gradually decreased with each of the past three survey years (2002, 2004, and 2006). For example, 30-day alcohol use for the total survey population was 44.5% in 2002. The rate decreased to 43.3% in 2004, and the rate further decreased to 37.9% in 2006. Likewise, marijuana use showed decreases by grade and for the total population in the 8th, 10th, and 12th grades (decreases of 3.5% to 6.5% in each grade since 2002 and a decrease of 5.6% since 2002 for the state total).

In comparison to Monitoring the Future Survey results, Montana youth in each grade showed higher past month use rates of alcohol (6.2% to 7.5% higher in each grade), cigarettes (1.1% to 4.0% higher in each grade), and smokeless tobacco (1.6% to 6.1% higher in each grade). Further, the 30-day use rate for marijuana is 3.1% higher for Montana 10th graders and 1.0% higher for Montana 12th graders than youth in the same grades in the MTF Survey.

Table 1

Percentage of Montana Respondents Who Used ATODs During Their Lifetime by Grade															
Drug Used	Montana Grade 8			MTF Grade 8 2005	Montana Grade 10			MTF Grade 10 2005	Montana Grade 12			MTF Grade 12 2005	Total Lifetime		
	2002	2004	2006		2002	2004	2006		2002	2004	2006		2002	2004	2006
Alcohol	60.1	54.6	52.9	41.0	77.2	73.8	72.0	63.2	86.7	84.6	81.5	75.1	74.1	70.7	67.4
Cigarettes	34.8	32.4	28.6	25.9	49.2	43.8	42.4	38.9	62.9	57.6	52.8	50.0	48.3	44.2	40.2
Smokeless Tobacco	12.2	11.4	12.2	10.1	23.4	22.8	24.5	14.5	32.6	31.8	32.0	17.5	22.3	21.8	22.0
Marijuana	20.3	18.1	13.9	16.5	41.9	39.9	35.9	34.1	53.9	53.6	47.3	44.8	38.0	36.9	30.9
Inhalants	16.0	15.5	16.5	17.1	13.6	13.0	15.4	13.1	12.1	11.5	11.2	11.4	14.0	13.4	14.6
Hallucinogens	2.9	1.8	1.6	3.8	7.0	5.8	4.5	5.8	12.6	10.2	7.5	8.8	7.3	5.8	4.3
Cocaine	3.1	1.7	1.5	3.7	5.0	3.9	4.0	5.2	8.9	8.5	7.9	8.0	5.5	4.6	4.2
Methamphetamines	N/A	N/A	1.5	3.1	N/A	N/A	3.5	4.1	N/A	N/A	5.8	4.5	N/A	N/A	3.4
Stimulants	3.6	2.5	3.6	7.4	6.9	5.8	7.7	11.1	10.3	9.3	9.2	13.1	6.8	5.8	6.6
Sedatives	9.2	9.7	10.0	9.3*	15.2	15.8	14.2	13.7*	17.4	19.0	16.7	14.8*	13.8	14.8	13.3
Ecstasy	3.1	2.1	1.9	2.8	5.4	3.7	3.6	4.0	8.7	5.2	5.7	5.4	5.6	3.6	3.6
Heroin	2.0	1.1	0.9	1.5	2.7	2.6	2.0	1.5	4.9	4.2	3.2	1.5	3.1	2.6	1.9
Any Drug	34.2	32.5	32.6	N/C	50.2	49.8	47.3	N/C	59.2	60.2	55.7	N/C	47.4	47.4	44.5

N/C - Indicates where MTF data is not comparable to data gathered through the 2006 Montana PNA Survey

N/A - Indicates a question that was not asked in the 2002 or 2004 Montana PNA Surveys

*When the wording of MPNA and MTF questions were the same, 2005 MTF data was used in comparison to 2006 MPNA data. However, to accurately compare MTF drug use to Montana drug use when the questions are not worded the same, the MTF database must be available. Because the 2005 MTF database is not available at this time, the 2004 MTF use rates are used as the latest comparison for sedative use.

Table 2

Percentage of Montana Respondents Who Used ATODs During the Past 30 Days by Grade															
Drug Used	Montana Grade 8			MTF Grade 8 2005	Montana Grade 10			MTF Grade 10 2005	Montana Grade 12			MTF Grade 12 2005	Total 30-Day		
	2002	2004	2006		2002	2004	2006		2002	2004	2006		2002	2004	2006
Alcohol	28.0	24.2	23.3	17.1	48.3	46.2	40.7	33.2	59.3	60.5	53.8	47.0	44.5	43.3	37.9
Cigarettes	10.6	10.8	10.4	9.3	20.1	18.7	18.9	14.9	28.7	28.1	24.4	23.2	19.4	19.0	17.3
Smokeless Tobacco	4.3	3.9	4.9	3.3	8.7	9.9	10.5	5.6	13.6	14.2	13.7	7.6	8.7	9.2	9.3
Marijuana	10.2	8.0	6.7	6.6	24.0	20.5	18.3	15.2	27.3	26.2	20.8	19.8	20.2	18.1	14.6
Inhalants	5.6	5.4	5.2	4.2	2.5	3.1	3.1	2.2	1.5	1.7	1.6	2.0	3.3	3.4	3.5
Hallucinogens	1.3	0.8	0.5	1.1	2.4	1.7	1.5	1.5	2.9	2.5	2.0	1.9	2.1	1.7	1.3
Cocaine	1.4	0.8	0.8	1.0	1.7	1.3	1.0	1.5	2.6	2.3	2.0	2.3	1.8	1.5	1.2
Methamphetamines	N/A	N/A	0.4	0.7	N/A	N/A	0.7	1.1	N/A	N/A	1.0	0.9	N/A	N/A	0.7
Stimulants	1.6	0.9	1.5	2.3	2.6	1.8	2.8	3.7	3.1	3.1	2.4	3.9	2.4	1.9	2.2
Sedatives	4.2	4.3	4.0	2.8*	7.3	7.1	6.0	4.8*	7.2	8.2	6.3	4.5*	6.2	6.5	5.4
Ecstasy	1.4	0.8	0.5	0.6	2.1	0.9	0.7	1.0	2.3	0.9	1.4	1.0	1.9	0.9	0.9
Heroin	0.9	0.4	0.3	0.5	0.8	0.8	0.4	0.5	1.2	0.8	1.0	0.5	1.0	0.7	0.5
Any Drug	18.9	15.9	15.6	N/C	30.3	27.1	25.5	N/C	32.4	32.0	27.2	N/C	27.0	25.0	22.4

N/A - Indicates a question that was not asked in the 2002 or 2004 Montana PNA Surveys

*When the wording of MPNA and MTF questions were the same, 2005 MTF data was used in comparison to 2006 MPNA data. However, to accurately compare MTF drug use to Montana drug use when the questions are not worded the same, the MTF database must be available. Because the 2005 MTF database is not available at this time, the 2004 MTF use rates are used as the latest comparison for sedative use.

Summary of Results

In the 2006 administration of the PNA survey, 227 Montana schools participated in the survey, and the survey questionnaire was completed by 22,194 students in the State of Montana (19,298 students in grades 8, 10, and 12). Findings for each of the report sections are summarized below:

Risk Factor Profiles

Some areas where 2006 Montana risk factor scales are above the seven-state level for all three grades are Transitions and Mobility, Parent Attitudes Favorable to Antisocial Behavior, and Sensation Seeking. The scales with the lowest percentage of youth at risk are Early Initiation of Antisocial Behavior and Early Initiation of Drug Use.

Protective Factor Profiles

Montana students in the 8th, 10th, and 12th grades indicated higher levels of protection than students in the seven states for School Opportunities for Prosocial Involvement, Community Opportunities for Prosocial Involvement, Family Opportunities for Prosocial Involvement, and Family Rewards for Prosocial Involvement The area with the lowest protection is Community Rewards for Prosocial Involvement.

Age of Initiation

The results show that students begin using cigarettes before using any other substance. Of the students who had used cigarettes, the average age of first use was 12.04 years. A period of over one and a half years separates the age of first sip of alcohol and the first regular alcohol use, with the first sip occurring at 12.63 years, and the first regular use of alcohol at 14.47 years. The results also show that the average age of first marijuana use was 13.50 years — nearly one year before students indicated that they had begun drinking regularly. In looking at survey results over the past three administrations, age of first cigarette use has shown a gradual increase (from 11.82 years in 2002 to 12.04 years in 2006) and smokeless tobacco has also shown a gradual increase (from 13.36 years in 2002 to 13.66 years in 2006).

Substance Use for Montana

For most ATODs, lifetime and 30-day usage increases with increased grade. An exception can be seen with inhalants, where 30-day usage peaked in grade 8.

Montana Results Compared to National Results

Montana survey participants in grades 8, 10, and 12 have had more lifetime experience with alcohol, cigarettes, smokeless tobacco, marijuana, and inhalants than students in the national sample. For lifetime alcohol use, 11.9% more Montana 8th graders, 8.8% more Montana 10th graders, and 6.4% more Montana 12th graders reported lifetime use than students in the national sample in the same grades. For past month use, Montana rates were higher than Monitoring the Future (MTF) rates in all grades for alcohol (6.2% to 7.5% higher in each grade), cigarettes (1.1% to 4.0% higher in each grade), and smokeless tobacco (1.6% to 6.1% higher in each grade). Differences in past month use for other substances were slight.

Substance Use by Gender

While being female is generally considered a protective factor for substance use, for the Montana students who took the survey, males and females are very similar in their use of most substances. For many substances, females in grades 8 and 10 have higher rates of use. Smokeless tobacco was the only substance in which use rates were significantly different for males and females. The 30-day use rate of smokeless tobacco is 11.3% higher for males (15.1% for males compared to 3.7% for females) and the lifetime use rate is 18.5% higher for males (31.4% for males compared to 12.9% for females).

Intention to Use

A majority of students in all grades indicated that they intended to use alcohol when they were adults, with 53.6% of 8th graders, 69.0% of 10th graders, 76.3% of 12th graders, and 65.2% of the total survey population indicating an intention to use alcohol. Despite these high rates, a minority of students indicated that they intended to use cigarettes (9.1% intend to use), smokeless tobacco (6.0% intend to use), marijuana (12.7% intend to use), or other illegal drugs (1.9% intend to use).

Multiple Drug Use

Many of the individuals who use marijuana also use alcohol. For example, the total percentage using marijuana in the past 30 days is 14.6% and those using alcohol and marijuana in the past 30 days is 12.1%. Thus, only 2.5% of those using marijuana do not also use alcohol. A review of tobacco use and any drug use (not including tobacco) during the past 30 days shows that more than one-half of the youth who use tobacco also use an illegal drug (22.1% tobacco use compared to 11.4% tobacco and any drug use).

Perceived Harmfulness of Drugs: Montana Compared to National Sample

In all grades (8, 10, and 12), Montana survey participants perceived a greater risk than MTF survey participants in trying marijuana once or twice. In the 8th grade, 9.4% more students in Montana than in the national sample perceived "Great risk" in trying marijuana once or twice. In the 10th grade, 1.9% more Montana students perceived risk in trying marijuana, and in the 12th grade, 3.4% more students in Montana perceived risk in trying marijuana. For perceived harmfulness of smoking marijuana regularly, however, 12.1% fewer 10th grade Montana youth and 12.0% fewer 12th grade Montana youth indicated perceived risk than students in the national sample.

Perceived Availability of Drugs: Montana Compared to National Sample

The results reveal that Montana survey participants do not perceive any type of drug as being as easy to get as do the youth from the national sample (national Monitoring the Future comparisons for perceived availability of methamphetamines and other drugs are not available). In all categories, and for all grades, there is a 5.5% to 15.0% difference in perceived availability between Montana results and national results.

Heavy Substance Use and Antisocial Behavior by Grade

For Montana's youth, the antisocial behavior with the highest rate was for binge drinking (24.8% of students reported consuming more than five drinks in a row at least once in the past two weeks). Other antisocial behaviors that a high percentage of students participated in at least once in the past year were being at school while drunk or high (19.6% of students) and being suspended from school (10.4% of students). The behavior that the fewest students participated in was smoking a half pack of cigarettes or more per day (1.0% of students).

Heavy Substance Use and Antisocial Behavior by Gender

Male-female differences extend to heavy use of alcohol and tobacco and antisocial behavior. In dealing with these antisocial behaviors, gender differences are more marked than with 30-day or lifetime ATOD use. Males in all grades engage in nearly all behaviors more than females. For the total student population, male rates of all antisocial behaviors are 0.8% to 7.5% higher than for females. Male-female differences are especially greater with school suspensions (males report rates 6.6% to 8.8% higher than females in each grade), selling illegal drugs (male rates are 1.4% to 7.0% higher than female rates in each grade), and getting arrested (male rates are 2.5% to 6.4% higher in each grade). The only occurrences of females engaging in the activities more than males were for 8th grade reports of binge drinking, in which 13.9% of females and 12.4% of males indicated heavy alcohol use, and for being drunk or high at school, in which 10.9% of females and 8.3% of males indicated the behavior.

Handguns and Violence

Responses to several Montana PNA questions show fairly low percentages of students who carry handguns or take them to school. However, with such subject matter, even low percentages should be taken seriously by schools and communities. For example, 0.9% of the students surveyed report having taken a handgun to school in the past 12 months. In regards to carrying a handgun in general, 7.9% of students report carrying a handgun in the past 12 months, and 8.6% report carrying a handgun in their lifetime. Further, many students believe that they wouldn't be caught by their parents (22.2%) or by the cops (53.6%) if they carried a handgun. On a more positive note, however, only 3.8% of students think that they would be seen as cool if they carried a handgun. Most students (64.3%) also perceived that it would be difficult to get a handgun if they wanted one. Since the 2004 survey, rates of handgun

carry and issues revolving around handguns are relatively unchanged with increases or decreases of less than 1% for the state total (grades, 8, 10, and 12 combined).

As for survey data gathered regarding student violence, 16.7% of Montana students in the 8th, 10th, and 12th grades reported that they have attacked someone with the idea of seriously hurting them at some point in their lifetime, and 13.1% of students reported that they have attacked someone in the past 12 months. Though these results show that violent students are the minority, there's no denying that there are many youth in Montana who believe that violence is an acceptable way to resolve problems and are willing to hurt or harass another person. In comparing the 2006 results to the 2004 results, the 2006 data shows that the rate of attacking someone to hurt them in their lifetime decreased 1.5% for the 10th grade, 1.5% for the 12th grade, and 1.1% for all three grades combined since the 2004 survey. Students beliefs that they did not feel safe at school decreased 1.0% for the 8th grade and 1.9% for the 10th grade since the 2004 survey.

Students' Academic Performance and Substance Use

There is a clear relationship between substance use and school performance. Of the students who report getting better grades, fewer have tried ATODs and fewer are currently using ATODs than those who report poorer grades. Compared to students making A's, failing ("D" or "F") students indicated use rates that were 22.9% higher for lifetime alcohol use, 23.1% higher for 30-day alcohol use, 46.1% higher for lifetime cigarette use, 35.3% higher for lifetime marijuana use, and 24.4% higher for 30-day marijuana use.

Parent's Education and Youth Substance Use

Like academic performance, there is a direct relationship between parent education and drug use, with lower levels of parent education corresponding with higher levels of youth drug use. Comparing youth whose mother or father did not graduate from high school to those whose mother or father graduated from college or graduate school shows those whose parents did not graduate high school indicated lifetime use rates that were 17.5% higher for alcohol use, 22.9% higher for marijuana use, and 29.0% higher for cigarette use. Thus, higher socioeconomic levels appear to be related to less substance use among all categories of drugs.

Marijuana Use in Relation to Perceived Parental Acceptability

Favorable parental attitudes toward drugs influence the attitudes and behaviors of their children. Even a small amount of perceived parental acceptability can lead to substance use. For example, relatively few students (22.0% lifetime, 8.3% 30-day) whose parents think it is "Very Wrong" to use marijuana actually used the substance. In contrast, when a student believes that their parents agree with use somewhat (i.e., the parent only believes that it is "Wrong" not "Very Wrong") use increases to 63.2% for lifetime use and 32.5% for 30-day use. Rates of use continue to increase as the perceived parental acceptability increases.

Marijuana Use in Relation to Perceived Peer Acceptability

As with perceived parental acceptability, the slightest perceived peer acceptability seriously increases the chance that a student will use ATODs. When students thought there was "No or very little chance" that they would be seen as cool if they used marijuana, only 13.0% had tried marijuana in their lifetime and only 3.8% had used it in the last month. However, when students thought that there was even a "Little chance" that they would be seen as cool, marijuana use rates were over three times higher for lifetime use (40.2%) and over four times higher for past-month use (15.6%).

Depressive Symptoms and Substance Use

There is a strong link between students who report depressive symptoms and ATOD use. When compared to the non-depressed group, the depressed youth had 30-day alcohol use rates that were 21.1% higher, 30-day marijuana use rates that were 14.3% higher, and 30-day cigarette use rates that were 29.2% higher.

Probationers: Substance Use and Antisocial Behavior

Comparisons between probationer students and the general population show that youth on probation have a broad range of experience with ATOD use and currently use ATODs (at the 30-day and lifetime levels) at much higher rates than other youth. The greatest differences can be seen when looking at the 8th grade. For 30-day use, in comparison to the general student population, probationers in the 8th grade are over two times more likely to use alcohol and inhalants; three times more likely to use sedatives; four times more likely to use cigarettes and smokeless tobacco; five times more likely to use marijuana; six times more likely to use stimulants; seven times more likely to use cocaine; eight times more likely to use heroin; ten times more likely to use methamphetamines; and eleven times more likely to use hallucinogens. While probationers in the 10th and 12th grades are also more likely to use ATODs, there is less of a difference between the probationers and the general population. For example, while 30-day marijuana use for 8th grade probationers was 5.6 times higher than for the 8th grade general student population (37.1% for probationers compared to 6.7% for the general population), 10th grade probationers indicated use rates that were 2.7 times higher (48.9% compared to 18.3%), and 12th grade probationers indicated use rates that were 2.1 times higher (43.3% compared to 20.8%).

A comparison between the general population and probationers for heavy substance use and antisocial behaviors shows that probationers have much higher rates of substance use and antisocial behavior than other youth. They abuse ATODs more and engage in violent behaviors much more than other youth. In regards to school suspensions, 49.2% of probationer students indicated they had been suspended at least once in the past year, while only 10.4% of the general student population indicated that they had been suspended. In regards to reports of carrying a handgun to school, 7.8% of probationers indicated they had taken a handgun to school in the past year, while only 0.9% of the general student population indicated carrying a handgun to school. Further, 33.1% of probationers reported that they had sold illegal drugs at least once in the past year, while the rate for the general student population was 7.0%.

Native American Substance Use and Antisocial Behavior

Overall, the percentage of Native Americans who have used ATODs in their lifetime is higher than the general population of Montana youth for all grades and all substances. Native Americans and the general population are similar in lifetime alcohol use (Native American at 74.3% compared to general population at 67.4%). For many of the other drugs, such as marijuana, hallucinogens, stimulants, and other illegal substances, Native Americans in the 8th grade have a use rate that is about double that of the general population of 8th graders. In the 10th and 12th grades, Native American use is higher than use in the general population; however, the differences grow smaller as students age and progress through school. These results indicate that as a group, Native Americans have much more exposure to ATODs than other Montana youth and start using at an earlier age.

As with lifetime use, Native Americans have past month ATOD use rates that are greater than the general population for a majority of substances and grades. Some of the differences between the general population and Native Americans are quite large, with Native Americans in the 8th grade using cigarettes, smokeless tobacco, hallucinogens, ecstasy, and any drug at over twice the rate of 8th graders in the general population; and Native American 8th graders using marijuana in the past month at over three times the rate of 8th graders in the general population. As with the lifetime use, these data show that Native American youth begin using ATODs earlier than the general population. However, unlike with lifetime use, 30-day use rates of the two groups show continued differences between the two groupings of students in the 10th and 12th grades. For example, cigarette use for Native American youth is approximately twice as high as use in the general population for the 8th grade, 10th grade, and 12th grade.

I Introduction

The Montana Prevention Needs Assessment (PNA) Survey has been administered to Montana's youth in grades 8, 10, and 12 five times — October 1998, March 2000, February-March 2002, February-March 2004, and February-March 2006. Comparisons in this report will be made between the results of the 2002, 2004, and 2006 surveys. Readers who are interested in the results from the 1998 and 2000 PNA survey can consult the 1998, 2000, 2002, or 2004 reports. Montana survey results can also be compared to youth nationwide. The PNA Survey was designed to measure the need for prevention services among youth in grades 8, 10, and 12 in the areas of substance abuse, delinquency, antisocial behavior, and violence. The questions on the survey ask youth about the factors that place them at risk for substance use and other problem behaviors along with the factors that offer them protection from problem behaviors. The survey also inquires about the use of alcohol, tobacco and other drugs (ATODs) and participation in various antisocial behaviors.

The survey was sponsored by the Montana Chemical Dependency Bureau, Addictive and Mental Disorders Division (AMDD), Montana Department of Public Health and Human Services as part of the Prevention Needs Assessment Project funded by the Center for Substance Abuse Treatment (CSAT). The AMDD contracted with Bach Harrison L.L.C. to conduct the survey. The survey was administered to 22,194 (19,298 in grades 8, 10, and 12) youth throughout Montana during spring 2006.

Enrollment figures from the Montana Office of Public Instruction show that for the 2005-2006 school year, there were a total of 36,159 students in grades 8, 10, and 12 who were eligible to participate in the survey. A total of 19,298 students in grades 8, 10, and 12 participated in the 2006 PNA Survey which resulted in a participation rate of 53.6%. There was good representation across the state. Further, it must be noted that there was a high participation rate of the schools that chose to participate. Based on enrollment information provided by participating schools and school districts, 22,557 surveys were distributed to schools for completion by 8th, 10th, and 12th grade students. Of these surveys, 19,298 surveys (85.6%) were completed and returned by 8th, 10th, and 12th graders.

The survey was sponsored by Montana Chemical Dependency Bureau, Addictive and Mental Disorders Division, Montana Department of Public Health and Human Services

The goal was to survey every student in grades 8, 10, and 12 in Montana. While not all students participated, the fact that a majority of students across the state completed the survey makes this survey a good estimate of the rates of ATOD use and levels of risk and protective factors of youth in the state. The survey results provide considerable information for communities to use in planning and evaluating prevention services.

Montana 2006 Report Overview of Sections

This report is divided into four sections. The first section, **Survey Methods**, describes how the survey was conducted, who participated, and procedures that were used to ensure that valid information was collected.

The second section, **Risk and Protective Factors for Substance Abuse and Other Youth Problems**, provides a description of the Risk and Protective Factor Model of substance abuse prevention, including the four domains of risk and protection (community, family, school, and peer/individual), and risk and protective factor results for each of the four domains.

Results are presented for each grade. Also presented is a description of the scale scores that are used to quantify levels of risk and protection and determine the percentage of youth at risk for problem behaviors. Additionally, information is provided on how the Risk and Protective Factor Model can be used to select programs that are effective in preventing youth problem behavior.

The third section, **Substance Use Outcomes**, describes ATOD use and antisocial behavior among Montana's youth. The survey presents results on the current use (use in the 30 days prior to the survey) and use during the youth's lifetime of 12 different substances and "Any drug," which is defined as using one or more of the 9 drugs measured by the survey (alcohol, cigarettes, and smokeless tobacco are not included). These results are compared to the results of a national survey, Monitoring The Future (MTF).

Use is presented by grade, gender, and other demographic variables. Additional analyses include perceived harmfulness and availability of drugs, intention to use substances, and multiple drug use.

The final section, **Antisocial Behaviors and Additional Results**, provides information on student behaviors and attitudes regarding handguns and violence. Further, it provides examples of how risk factors actually relate to drug and alcohol use. By looking at how factors such as parent's educational background, level of school achievement, degree of parental acceptability of drug use, degree of peer acceptability of drug use, and depression affect substance use, we can begin to understand how the risk and protective factor model of prevention works, and how it can be used to target the needs of schools and communities. A look at substance use and antisocial behavior rates by Montana's probationer and Native American student populations is also included in this section.

Section 1: Survey Methods

In order to develop effective prevention services at the community level, an adequate number of individuals need to be surveyed to allow an assessment of prevention needs. Because a community is often defined at the school district level, an attempt was made to survey all of the students in grades 8, 10, and 12 in Montana. This level of surveying is necessary because program planning often requires knowledge of subpopulations, such as youth in a specific community, a specific grade in school, or students from single parent families. A good sample of students will provide data at this level of detail. Because 53.4% Montana students (19,298 8th, 10th, and 12th graders surveyed out of 36,159 total 8th, 10th, and 12th graders in the state) participated in the survey, the state again has access to a good source of information about the use of ATODs, antisocial behavior, and the risk and protective factor levels of their youth. The remainder of this section will discuss the survey questionnaire, how it was administered, the demographics of participants, completion rates, and the ability to generalize the results to other populations.

Besides measuring risk and protective factors, the survey also assesses the current prevalence of alcohol, tobacco, and other drug use.

Survey Questionnaire

The survey questionnaire was developed through the combined efforts of six states and the Social Development Research Group at the University of Washington. The collaborative survey development process was a Center for Substance Abuse Prevention (CSAP) project called the Six-State Consortium. The goal of the Consortium was to develop a survey that provided scientifically sound information about the levels of risk and protection in a community. The survey has been further refined through the Diffusion Consortium Project that involved seven states and was funded by four Federal Agencies: the National Institute of Drug Abuse (NIDA), Safe and Drug Free Schools Program, Office of Juvenile Justice and Delinquency Prevention, and CSAP. The basic questionnaire was modified by Bach Harrison to better meet the needs of the Montana student population. Specific questions about school safety, discipline, student involvement, and treatment needs were added. See Appendix A for a copy of the questionnaire.

Risk and protective factors are characteristics of a community that are reported by the youth who complete the survey. Besides measuring risk and protective factors, the survey also assesses the current prevalence of ATOD use. The substances that are measured by the survey include: 1) alcohol, 2) cigarettes, 3) smokeless tobacco, 4) marijuana, 5) hallucinogens, 6) cocaine, 7) inhalants, 8) methamphetamines, 9) stimulants, 10) sedatives, 11) ecstasy, and 12) heroin. The questions that ask about substance use are similar to those used in the national survey, Monitoring the Future (MTF), in order that comparisons between the two surveys can be made easily.

There are a total of 16 risk factors and 13 protective factors that are measured by the 2006 survey. However, some of the risk factors are broad enough to require more than one scale for adequate measurement. As a result, there are 25 separate risk factor scales and 13 protective factor scales measured by the survey. Appendix B provides a complete list of the risk and protective factors and the corresponding risk and protective factor scales within the Risk and Protective Factor Model.

The scales of the survey were originally developed between 1994 and 1997 through extensive testing with over 100,000 students. Work through the Diffusion Consortium Project has resulted in changes to several risk factor scales and the development of cut-points for each scale that can be used to classify a youth as being at-risk on risk factor scales or having protection on protective factor scales.

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. Since the PNA survey has been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts). The cut-points that were determined by analyzing the results of the more at-risk and less at-risk groups will remain constant and will be used to produce the profiles for future surveys.

There are approximately four survey items that measure each risk factor. Two forms of the Montana PNA Survey were used in the survey administration. The questionnaires were identical except for eight questions of Form 1 and eleven questions of Form 2. Form 1 has 142 questions and Form 2 has 145 questions. However, many of the questions have multiple components so students taking Form 1 actually responded to a total of 227 items, and students taking Form 2 actually responded to a total of 239 items. The questions were printed in a test booklet that was machine scoreable. See Appendix A for a complete copy of the Form 1 questionnaire and the final page of the Form 2 questionnaire. A complete item dictionary that lists the risk and protective factor scales and the items they contain as well as the outcome variables can be seen in Appendix D.

Planning for the PNA survey began in the fall of 2005 when schools were notified of the survey and its advantages.

Administration

All schools in Montana were notified by mail in October 2005 that the survey was scheduled to be administered in the spring of 2006. They were also given information about the survey and the advantages of having their students participate. Once a school indicated that they were going to participate, an estimate was made of the number of students that would take the survey and the required surveys were mailed to the school, along with administration instructions. In most schools, the teachers in the classroom administered the survey. They were given a script to read so that all students would receive a standardized set of instructions. Teachers were also asked to provide information on the number of students that should have taken the survey but were absent, and the number that did not take the survey because they or their parents decided that they should not take the survey.

Every effort was made to ensure the confidentiality of students' responses. When students completed their questionnaires, they placed them in an envelope that was passed around the classroom. The envelope was then sealed and a student and the teacher took the envelope to the school office where it was placed with other class envelopes and mailed to the office of Bach Harrison L.L.C. The staff at Bach Harrison L.L.C. logged the surveys, scanned the questionnaires, and prepared the final database of completed surveys for analysis.

Completion Rate and Ability to Generalize the Results

Not all students participated in the PNA survey. Some students individually chose not to participate, some students' parents refused to give consent for them to participate, and some students were absent when the survey was administered.

Enrollment figures from the Montana Office of Public Instruction, show that for the 2005-2006 school year, there were 36,159 students (public and state-funded schools) enrolled in grades 8, 10, and 12. There were a total of 19,298 students in grades 8, 10, and 12 (22,194 students total) who participated in the 2006 PNA Survey, which resulted in a participation rate of 53.4%. Further, it must be noted that there was a high participation rate of the schools that chose to participate. Based on enrollment information provided by participating schools and school districts, 22,557 surveys were distributed to schools for completion by students. Of these surveys, 19,298 surveys (85.6%) were completed and returned. This is a sufficient participation rate for the results to be representative of the students in grades 8, 10, and 12 in Montana.

It should be noted that not all of the surveys that were completed contained valid information. Some were eliminated because students were deemed not truthful in their responses, or did not complete some of the questions (see **Validity of the Data** section for the validity criteria).

The survey was administered during February - March 2006, and was completed by 22,194 students in the State of Montana.

Survey Participants

The characteristics of the youth who took the survey are presented in Table 3. There were nearly an equal number of males and females who took the survey in all grades (female = 50.1% and males = 49.9%). The majority of respondents were White (82.8%) and 8.6% were Native American. The other ethnic groups accounted for 8.6% of the respondents. In comparison to information provided on the Montana Office of Public Instruction website for the 2005-2006 school year, the demographic makeup of the 2006 Montana PNA Survey is very similar to those of the Montana student population. The Montana Office of Public Instruction indicates that the Montana student population (grades 8, 10, and 12) is 85.7% White, 10.3% Native American, and 4.0% other ethnic groups.

An analysis of the family structure of respondents showed that 58.0% lived with both of their biological parents, 15.5% lived in a step-family structure, and 20.8% lived with a single parent.

The State of Montana is divided into 12 Montana Association of Counties (MACO) regions that are made up of groups of counties. The MACO Regions and the level of participation for each is shown in Table 4. Tables have been prepared for each of the 13 categories of substances that show the substance use rates for the past 30 days and lifetime rates for each of the 12 MACO Regions. Those tables are presented in Appendix F.

Validity of the Data

The information presented in this report is based entirely on the truthfulness, recall, and comprehension of the youth who participated in the survey. Many studies have shown that most adolescents are truthful in their responses to the questions on similar surveys. For example, ATOD trends for repeated national and state surveys are very similar. Also, the changes reported by youth parallel the changes during the same period in adolescent admissions to treatment for substance abuse. Finally, the relationships between different kinds of behaviors and the problems adolescents report is very consistent over a wide range of studies. This study was carefully designed to ensure honest responses from participants.

The confidentiality of the survey was stressed through the instructions and administration procedures. Participants were assured that the survey was voluntary, anonymous, and confidential. They were told that no one would see their answers and that there was no way that a survey could be traced back to an individual student. Because the survey was anonymous, most of the reasons to exaggerate or deny behaviors were eliminated. However, several checks were built into the analysis to minimize the impact of students who were not truthful in their responses. Students whose surveys were deemed not truthful were eliminated.

There were a total of 22,194 survey questionnaires completed. However, not all of the questionnaires contained valid information. Of these surveys, 873 (3.9%) were eliminated because respondents were determined to be dishonest. These surveys were eliminated because of five predetermined dishonesty indicators — 1) the students indicated that they were “Not Honest At All”

in completing the survey (243 surveys); 2) the students indicated that they had used the non-existent drug phenoxydine (616 surveys); 3) the students reported an impossibly high level of multiple drug use (292 surveys); 4) the students indicated past-month use rates that were higher than lifetime use rates (136 surveys); and 5) the students reported an age that was inconsistent with their grade or their school (79 surveys).

Because the results reported in this state report and in the profile reports focus on data from the 8th, 10th, and 12th grades, additional 2,598 students in the 6th, 7th, 9th, and 11th grades were also eliminated from these state level results. These 6th, 7th, 9th, and 11th graders took the survey because they were attending a class that was largely made up of students in the even grades, or the school chose to surveys students in the odd grades for a more complete description of their students. Further, 129 surveys were eliminated due to students not reporting a grade level.

A total of 3,600 questionnaires were eliminated from most analyses. This is less than the sum of those eliminated according to the criteria cited above because many of those eliminated met more than one criteria for elimination.

Other measures to reduce response bias included carefully pretesting the questionnaire to ensure that students understood the meaning of each question, using a well-developed and tested administration protocol, and reading the same instructions to all students who participated in the survey.

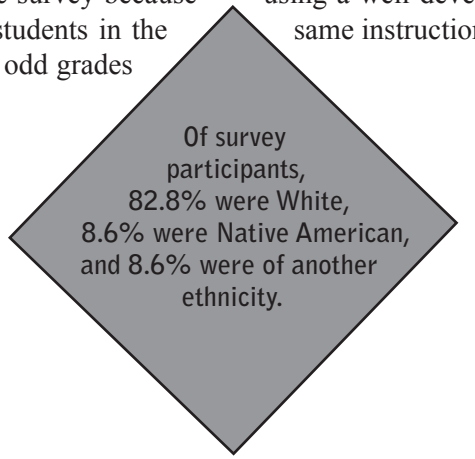
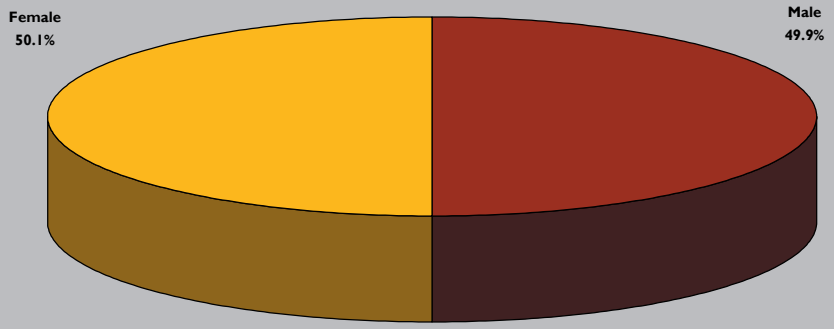


Table 3

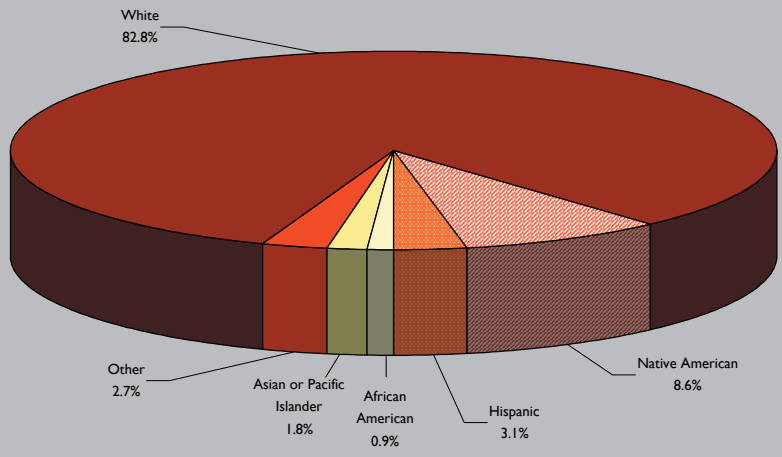
Total Number and Percentage of Survey Respondents by Grade and Demographic Characteristics										
	Grade 8 2006		Grade 10 2006		Grade 12 2006		2006 Total		2004	2002
	#	%	#	%	#	%	#	%		
Total Sample	7,165	38.5	6,223	33.5	5,206	28.0	18,594	100.0	18,579	17,784
Gender										
Male	3,451	49.3	3,049	49.8	2,597	50.8	9,097	49.9	49.9	49.5
Female	3,548	50.7	3,069	50.2	2,516	49.2	9,133	50.1	50.1	50.5
Race/Ethnicity										
White	5,619	80.8	5,075	83.0	4,378	85.2	15,072	82.8	84.6	86.1
Native American	682	9.8	521	8.5	361	7.0	1,564	8.6	7.2	6.0
Hispanic	226	3.3	179	2.9	155	3.0	560	3.1	2.7	2.6
African American	83	1.2	63	1.0	38	0.7	184	1.0	0.9	0.7
Asian or Pacific Islander	106	1.5	119	1.9	99	1.9	324	1.8	1.8	1.4
Other	237	3.4	154	2.5	108	2.1	499	2.7	2.8	3.1
Family Structure										
Both Parents	4,061	56.7	3,578	57.5	3,137	60.3	10,776	58.0	59.1	60.5
Step-Families	1,162	16.2	1,027	16.5	691	13.3	2,880	15.5	14.4	14.0
Single Parent	1,585	22.1	1,281	20.6	999	19.2	3,865	20.8	21.1	20.7

Figures 4, 5, and 6

Gender:
Breakdown of Students Taking the
2006 Montana Prevention Needs Assessment Survey



Ethnicity:
Breakdown of Students Taking the
2006 Montana Prevention Needs Assessment Survey



Family Structure:
Breakdown of Students Taking the
2006 Montana Prevention Needs Assessment Survey

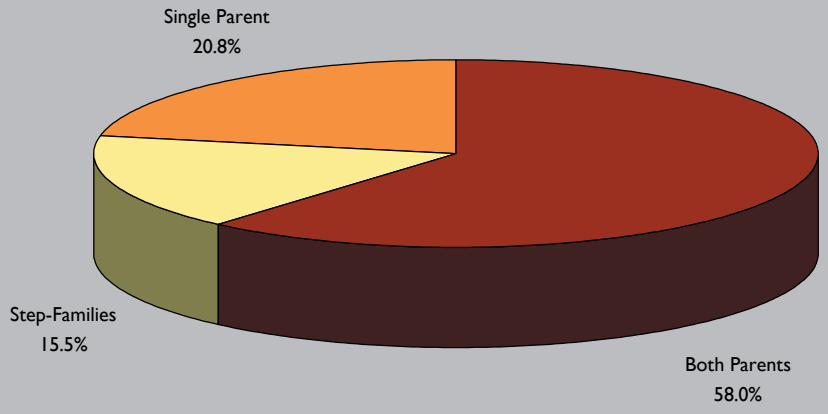


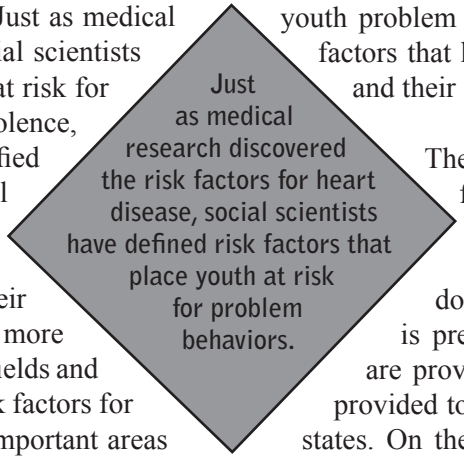
Table 4

Total Number and Percentage of Survey Respondents by MACO Region										
	Grade 8 2006		Grade 10 2006		Grade 12 2006		2006 Total		2004	2002
	#	%	#	%	#	%	#	%		
MACO Regions										
1	234	3.3	202	3.2	187	3.6	623	3.4	2.7	2.6
2	157	2.2	68	1.1	77	1.5	302	1.6	3.3	3.0
3	271	3.8	143	2.3	226	4.3	640	3.4	2.8	1.4
4	197	2.8	274	4.4	212	4.1	683	3.7	3.0	2.9
5	519	7.2	565	9.1	531	10.2	1,615	8.7	8.3	7.5
6	247	3.4	259	4.2	222	4.3	728	3.9	2.6	3.5
7	1,476	20.6	1,239	19.9	1,071	20.6	3,786	20.4	22.0	22.5
8	692	9.7	578	9.3	520	10.0	1,790	9.6	12.1	12.7
9	659	9.2	590	9.5	469	9.0	1,718	9.2	7.5	7.3
10	960	13.4	1,029	16.5	665	12.8	2,654	14.3	16.2	11.4
11	1,181	16.5	1,040	16.7	845	16.2	3,066	16.5	15.6	17.7
12	572	8.0	236	3.8	181	3.5	989	5.3	4.0	7.4
Total	7,165	100.0	6,223	100.0	5,206	100.0	18,594	100.0	100.0	100.0

Section 2: Risk and Protective Factors for Substance Use and Other Problem Behaviors

The History and Importance of Risk and Protective Factors

The Montana Prevention Needs Assessment Survey is based upon the Risk and Protective Factor Model of Substance Abuse Prevention. In medical research, risk factors have been found for heart disease and other heath problems. Through media campaigns to inform the general public about the risk factors for heart disease, most people are now aware that behaviors such as eating high fat diets, smoking, high cholesterol, being overweight, and lack of exercise place them at risk for heart disease. Just as medical research discovered the risk factors for heart disease, social scientists have defined a set of risk factors that place young people at risk for the problem behaviors of substance abuse, delinquency, violence, teen pregnancy, and school dropout. They have also identified a set of protective factors that help to buffer the harmful effects of risk.



Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington have reviewed more than 30 years of existing work on risk factors from various fields and have completed extensive work of their own to identify risk factors for youth problem behaviors. They identified risk factors in important areas of daily life: 1) the **community**, 2) the **family**, 3) the **school**, and 4) within **individuals** themselves and their **peer** interactions. Many of the problem behaviors faced by youth — delinquency, substance abuse, violence, school dropout, and teen pregnancy — share many common risk factors. Programs designed to reduce those common risk factors will have the benefit of reducing several problem behaviors.

Using the risk and protective factor model, Drs. Hawkins and Catalano and their colleagues developed an approach that communities can use to reduce youth problem behavior. An overview of the risk factors and protective factors that have been shown to be related to youth problem behavior and their link to the PNA survey will be provided.

The risk and protective factors have been organized into the four important areas of a young person's life — community, family, school, and peer/individual. The remainder of this section of the report is organized according to the four domains. For each domain, the definition of each risk factor is presented and then risk and protective results for Montana are provided by grade. Risk and protective factor charts are also provided to illustrate Montana risk and protection in relation to other states. On the following page is more information about the risk and protective charts. This information provides instruction on how risk and protective factor scores were developed, and how to read the charts.

How to Read the Risk and Protective Factor Charts in This Section

There are two components of the risk and protective factor charts that are key to understanding the information that the charts contain: 1) the **cut-points** for the risk and protective factor scales, and 2) the **dashed lines** that indicate a more "national" value.

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the group that was not at-risk. The Prevention Needs Assessment survey instrument was designed to assess adolescent substance use, antisocial behavior and the risk and protective factors that predict these adolescent problem behaviors. Since risk and protective factor model surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at-risk for problem behaviors and another group that was less at-risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

The cut-points that were determined by analyzing the results of the more at-risk and less at-risk groups will remain constant and will be used to produce the profiles for future surveys. Since the cut-points for each scale will remain fixed, the percentage of youth above the cut-point on a scale (at-risk) will provide a method for evaluating the progress of prevention programs over time. For example, if the percentage of youth at-risk for family conflict in a community prior to implementing a community-wide family/parenting program was 60% and then decreased to 50% one year after the program was implemented, the program would be viewed as helping to reduce family conflict.

Dashed Line

Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven-state sample upon which the cut-points were developed. The seven states included in the norm group were Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington. All the states have a mix of urban and rural students. Again, brief definitions of the risk and protective factors are provided in this section.

Community Risk and Protective Factor

When looking at the community domain, it is important to consider more than how members of a community interact with the youth of the community. Youth benefit from living in an area where neighbors and community members show concern for them, offer them support, and give encouragement and praise. However, youth also benefit from living in a community that functions in a socially healthy manner. What is the community like? Are drugs and guns readily available? Is there an active presence of law enforcement officers in the community? Is the community lacking in economic resources? Do community members, businesses, or police turn a blind eye toward drug use and antisocial behaviors, or condone such behaviors? Is there a sense of community disorganization or do members of the community work together toward common goals?

All of these community issues, and more, play significant roles in shaping the behaviors of the youth that live within a particular community. By understanding how youth perceive their neighborhood, Montana communities can get a better sense of how they need to change in order to reduce the risk that youth will participate in problem behaviors.

Definitions of all community domain risk factors, as well as scale scores for the community domain, are provided on the next pages. The table below shows the links between the community risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well-designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 5

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Community					
Availability of Drugs	✓				✓
Availability of Firearms		✓			✓
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	✓	✓			✓
Media Portrayals of Violence					✓
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓

Availability of Drugs (Linked to Substance Abuse and Violence)

The more available drugs are in a community, the higher the risk that young people will abuse drugs in that community. Perceived availability of drugs is also associated with risk. For example, in schools where students just *think* drugs are more available, a higher rate of drug use occurs.

Availability of Firearms (Linked to Delinquency and Violence)

Firearm availability and firearm homicide have increased together since the late 1950s. If a gun is present in the home, it is much more likely to be used against a relative or friend than an intruder or stranger. Also, when a firearm is used in a crime or assault instead of another weapon or no weapon, the outcome is much more likely to be fatal. While a few studies report no association between firearm availability and violence, more studies show a positive relationship. Given the lethality of firearms, the increase in the likelihood of conflict escalating into homicide when guns are present, and the strong association between availability of guns and homicide rates, firearm availability is included as a risk factor.

Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime (Linked to Substance Abuse, Delinquency, and Violence)

Community norms, the attitudes and policies a community holds about drug use and crime, are communicated in a variety of ways: through laws and written policies, through informal social practices, and through the expectations parents and other community members have of young people. When laws and community standards are favorable toward drug use or crime, or even if they are just *unclear*, youth are at higher risk.

Media Portrayals of Violence (Violence)

The role of media violence on the behavior of viewers, especially young viewers, has been debated for more than three decades. Research over that time period has shown a clear correlation between media portrayal of violence and the development of aggressive and violent behavior. Exposure to violence in the media appears to have an impact on children in several ways: 1) children learn violent behavior from watching actors model that behavior, 2) they learn violent problem-solving strategies, and 3) media portrayals of violence appear to alter children's attitudes and sensitivity to violence. Please note that a scale has not been developed for this risk factor, and the Montana PNA Survey does not gather results for this risk factor.

Transitions and Mobility (Linked to Substance Abuse, Delinquency, and School Dropout)

Even normal school transitions predict increases in problem behaviors. When children move from elementary school to middle school or from middle school to high school, significant increases in the rates of drug use, school misbehavior, and delinquency result.

Communities with high rates of mobility appear to be linked to an increased risk of drug use and crime problems. The more often people in a community move, the greater the risk of both criminal behavior and drug-related problems in families. While some people find buffers against the negative effects of mobility by making connections in new communities, others are less likely to have the resources to deal with the effects of frequent moves and are more likely to have problems.

Low Neighborhood Attachment and Community Disorganization (Linked to Substance Abuse, Delinquency, and Violence)

Higher rates of drug problems, juvenile delinquency, and violence occur in communities or neighborhoods where people have little attachment to the community, where the rates of vandalism are high, and where there is low surveillance of public places. These conditions are not limited to low-income neighborhoods; they can also be found in wealthier neighborhoods. The less homogeneous a community (in terms of race, class, religion, and even the mix of industrial to residential neighborhoods), the less connected its residents may feel to the overall community, and the more difficult it is to establish clear community goals and identity. The challenge of creating neighborhood attachment and organization is greater in these neighborhoods.

Perhaps the most significant issue affecting community attachment is whether residents feel they can make a difference in their own lives. If the key players in the neighborhood, such as merchants, teachers, police, and human services personnel, live outside the neighborhood, residents' sense of commitment will be less. Lower rates of voter participation and parental involvement in schools also indicate lower attachment to the community.

Extreme Economic Deprivation (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Children who live in deteriorating and crime-ridden neighborhoods characterized by extreme poverty are more likely to develop problems with delinquency, violence, teen pregnancy, and school dropout. Children who live in these areas, *and* have behavior and adjustment problems early in life, are also more likely to have problems with drugs later on. Please note that a scale has not been developed for this risk factor, and the Montana PNA Survey does not gather results for this risk factor.

Community Risk and Protective Factor Scales

Risk Factors

In all grades, a majority of Montana survey participants were not at-risk in the community domain. Table 6 shows that the highest scaled score was for Transitions and Mobility for 10th graders (50.2% at risk), followed by Perceived Availability of Drugs for 12th graders (48.7% at risk). In looking at each grade individually, the risk factor scale that was highest for 8th graders was Perceived Availability of Handguns; for 10th graders, the highest risk factor scale was Transitions and Mobility; and for 12th graders, the highest risk factor scale was Perceived Availability of Drugs.

In looking at Montana's community risk factor scales in relation to the seven-state norm, Figure 7 illustrates that most of Montana's levels of risk are lower than other states. Transitions and Mobility for students in grades 8, 10, and 12; Perceived Availability of Drugs for 10th and 12th graders; and Perceived Availability of Handguns for 8th graders were the only scores that were above the seven-state norm. All other scales for all grades were lower than the seven-state norm.

Protective Factors

There are two protective factor scales for the community domain–Community Opportunities for Prosocial Involvement and Community Rewards for Prosocial Involvement. When looking at the results by grade, the 8th showed the highest protection for the Community Opportunities For Prosocial Involvement Scale (63.4% of 8th graders with protection), and the 12th grade showed the highest protection for the Community Rewards for Prosocial Involvement Scale (50.3% of 12th graders with protection). Rates of Community Opportunities for Prosocial Involvement were above the seven-state norm for all grades. Rates for Community Opportunities for Prosocial Involvement were 5.3% to 7.4% higher than the seven-state norm for all grades, while rates for Community Rewards for Prosocial Involvement were 5.7% to 13.0% lower than the seven-state norm for all grades.

2004 and 2006 Comparisons

Appendix E contains risk and protective factor charts for grades 8, 10, and 12. These profile charts contain all of the risk and protective factors for the 2006 survey with comparisons to 2002 and 2004 results. For the community domain, levels of risk for grades 8, 10, and 12 decreased since the 2004 survey for Laws and Norms Favorable to Drug Use and Perceived Availability of Drugs. Laws and Norms Favorable to Drug Use showed decreases of 0.9% to 2.1% in each grade, and Perceived Availability of Drugs showed decreases of 2.7% to 5.1% in each grade. As for protective factors, the Community Rewards for Prosocial Involvement scale increased 1.2% to 1.8% for each grade, and the Community Opportunities for Prosocial Involvement scale increased 1.2% to 2.9% for each grade. See the charts in Appendix E for a more thorough comparison of risk and protective factor results from 2002, 2004, and 2006.

Table 6

Community Domain Risk and Protective Factor Scores	Grade 8			Grade 10			Grade 12		
RISK FACTORS	2002	2004	2006	2002	2004	2006	2002	2004	2006
Low Neighborhood Attachment	37.8	33.8	34.0	40.9	39.7	37.0	46.6	41.8	41.3
Community Disorganization	35.9	31.4	29.9	41.8	40.0	39.8	40.3	35.3	37.2
Transitions and Mobility	42.0	44.5	47.1	43.4	49.1	50.2	43.1	45.5	45.7
Laws & Norms Favor Drug Use	41.6	36.0	33.9	52.7	44.8	43.9	48.6	41.8	39.9
Perceived Availability of Drugs	47.2	39.4	35.1	57.2	52.6	47.5	54.5	51.4	48.7
Perceived Availability of Handguns	48.0	48.1	48.6	34.4	35.9	36.7	41.2	43.2	44.4
PROTECTIVE FACTORS	2002	2004	2006	2002	2004	2006	2002	2004	2006
Opportunities for Prosocial Involvement	66.0	62.2	63.4	62.6	58.9	61.8	59.2	60.1	61.3
Community Rewards for Prosocial Involvement	35.7	41.2	43.0	43.0	48.5	49.7	43.3	49.0	50.3

Figure 7

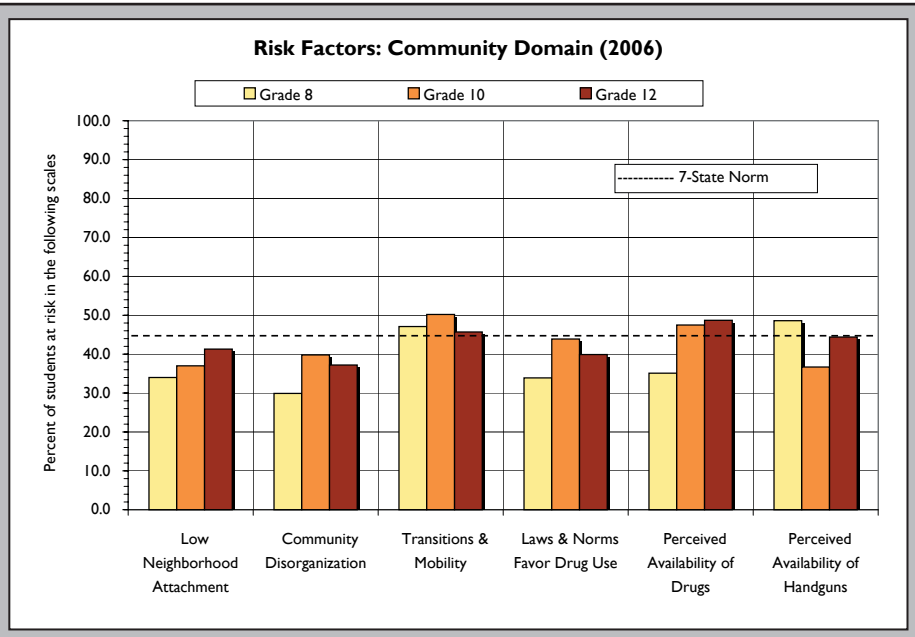
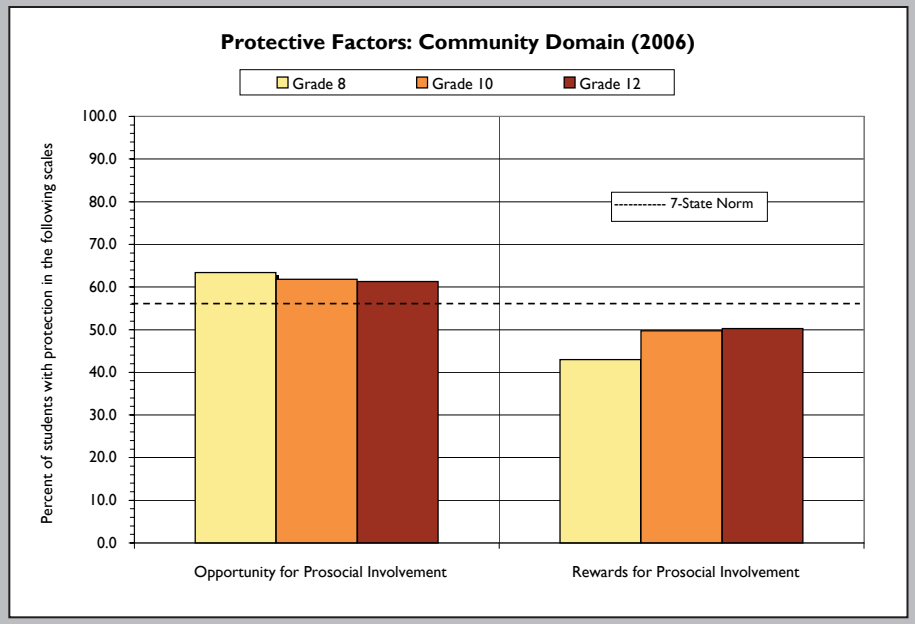


Figure 8



For the family domain, one must consider more than parents' personal interaction with their children. Youth benefit from being bonded with their family, and from belonging to a family in which their parents offer support, encouragement, and praise. Other important factors that can contribute to youth problem behaviors are whether or not the youth's parents or siblings have used substances, approve of the use of substances, or have participated in antisocial behaviors. If a youth's living situation is full of conflict (fights and arguments) and disorganization (lack of family communication or parents not knowing the whereabouts or doings of their children), the youth is also at risk for problem behaviors.

Definitions of all family domain risk factors, as well as scores for the family domain, are provided on the following pages. The table below shows the links between the family risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well- designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 7

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Family					
Family History of the Problem Behavior	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement In the Problem Behavior	✓	✓			✓

Family History of the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

If children are raised in a family with a history of addiction to alcohol or other drugs, the risk of their having alcohol and other drug problems themselves increases. If children are born or raised in a family with a history of criminal activity, their risk of juvenile delinquency increases. Similarly, children who are raised by a teenage mother are more likely to become teen parents, and children of dropouts are more likely to drop out of school themselves.

Family Management Problems (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Poor family management practices include lack of clear expectations for behavior, failure of parents to monitor their children (knowing where they are and who they are with), and excessively severe or inconsistent punishment.

Family Conflict (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Persistent, serious conflict between primary care givers or between care givers and children appears to enhance risk for children raised in these families. Conflict between family members appears to be more important than family structure. Whether the family is headed by two biological parents, a single parent, or some other primary care giver, children raised in families high in conflict appear to be at risk for all of the problem behaviors.

Favorable Parental Attitudes and Involvement In the Behavior (Linked to Substance Abuse, Delinquency, and Violence)

Parental attitudes and behavior toward drugs, crime, and violence influence the attitudes and behavior of their children. Parental approval of young people's moderate drinking, even under parental supervision, increases the risk of the young person using marijuana. Similarly, children of parents who excuse their children for breaking the law are more likely to develop problems with juvenile delinquency. In families where parents display violent behavior toward those outside or inside the family, there is an increase in the risk that a child will become violent. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent's cigarette or to get the parent a beer, there is an increased likelihood that their children will use drugs in adolescence.

Family Risk and Protective Factor Scales

Risk Factors

Table 8 shows that the highest family risk factor scales were for Parental Attitudes Favorable to Antisocial Behavior for 10th graders (57.2% at risk) and 12th graders (56.9% at risk). The lowest risk in the family domain was for the 12th grade Family Conflict risk factor score (33.8% at risk).

In looking at Montana's family risk factor scales in relation to the seven-state norm, Figure 9 illustrates that Montana's levels of risk are often lower than other states. The risk scores for Parental Attitudes Favorable to Antisocial Behavior (grades 8, 10, and 12), Parental Attitudes Favorable to Drug Use (grades 10 and 12), and Family Conflict (grade 8) were scales that were above the seven-state norm line. Scales for the Poor Family Management and Family History of Antisocial Behaviors scales were lower than the seven-state norm.

Protective Factors

There are three protective factor scales for the family domain — Family Attachment, Family Opportunities for Prosocial Involvement, and Family Rewards for Prosocial Involvement. The highest protective factor rates are found in 8th grade levels of Family Rewards for Prosocial Involvement (65.8% with protection) and Family Opportunities for Prosocial Involvement (64.9% with protection). The lowest levels of protection were found in 8th and 10th grade levels of Family Attachment (49.1% of 10th graders and 54.9% of 8th graders with protection). Montana family domain protective factors are very similar to the seven-state norm, though 8th grade scale scores for Family Rewards and Opportunities for Prosocial Involvement and 12th grade scale scores for Family Attachment were approximately 7% to 10% higher than the seven-state norm.

2004 and 2006 Comparisons

Appendix E contains risk and protective factor charts for grades 8, 10, and 12. These profile charts contain all of the risk and protective factors for the 2006 survey with comparisons to 2002 and 2004 results. For the family domain, levels of Poor Family Management decreased 1.8% to 4.3% in each grade since the 2004 survey, and the Family History of Antisocial Behaviors scale decreased 1.3% to 2.8% since the 2004 survey. As for protective factors, scores for Family Attachment decreased 1.6% in the 8th grade and 1.5% in the 10th grade, while scores for Family Opportunities for Prosocial Involvement increased 1.0% since 2004 for the 8th grade and 1.1% for the 10th grade since the 2004 survey. See the charts in Appendix E for a more thorough comparison of risk and protective factor results from 2002, 2004, and 2006.

Table 8

Family Domain Risk and Protective Factor Scores	Grade 8			Grade 10			Grade 12		
RISK FACTORS	2002	2004	2006	2002	2004	2006	2002	2004	2006
Poor Family Management	46.1	40.9	39.1	42.9	42.1	37.8	48.6	43.0	41.2
Family Conflict	50.7	50.6	51.2	36.3	38.8	38.5	32.7	33.2	33.8
Family History of Antisocial Behavior	41.4	41.6	38.8	42.4	43.0	41.7	39.8	40.5	38.3
Parent Attitudes Favor Antisocial Behavior	48.1	53.9	54.3	53.6	57.0	57.2	52.0	56.1	56.9
Parent Attitudes Favor Drugs Use	33.8	34.1	34.4	50.9	52.0	50.3	52.5	54.6	52.9
PROTECTIVE FACTORS	2002	2004	2006	2002	2004	2006	2002	2004	2006
Family Attachment	53.5	56.5	54.9	50.0	50.6	49.1	62.3	63.3	62.9
Family Opportunities for Prosocial Involvement	58.3	63.9	64.9	55.0	57.3	58.4	56.0	60.1	60.0
Family Rewards for Prosocial Involvement	59.9	65.2	65.8	53.5	56.6	57.8	53.8	58.5	59.0

Figure 9

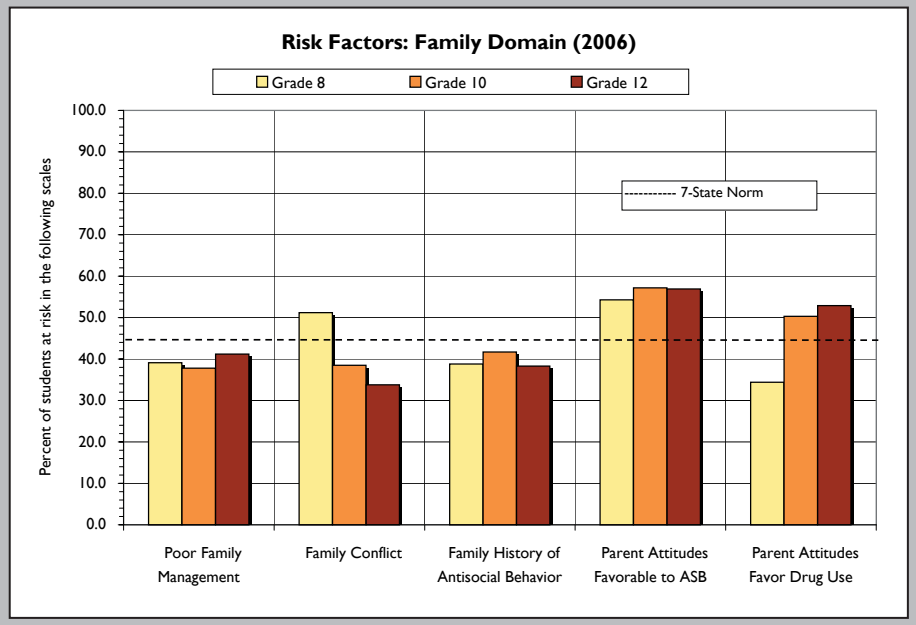
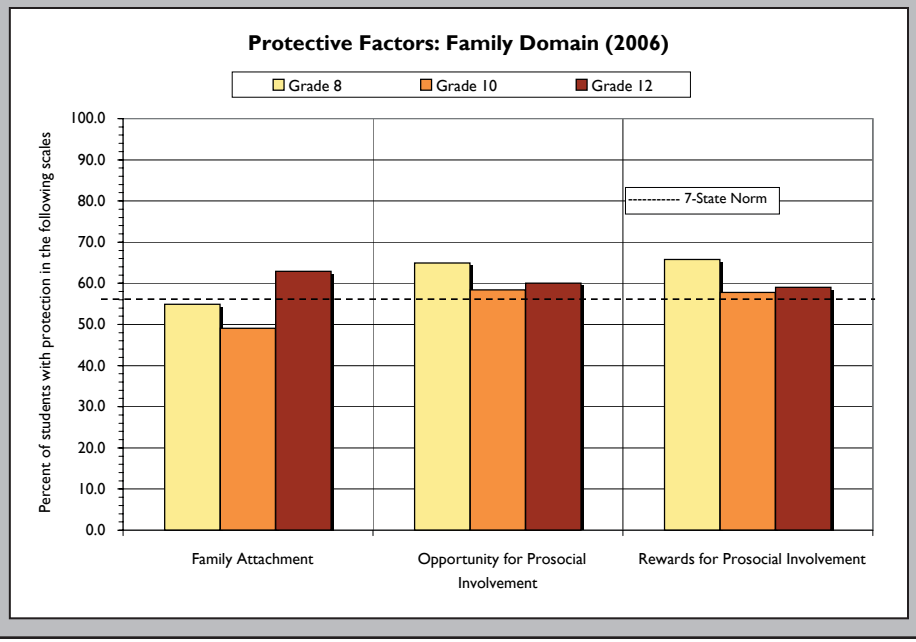


Figure 10



In the school domain, the early years are important as far as creating or decreasing the level of risk for children. Academic failure in elementary school puts children at risk for substance use, delinquency, teen pregnancy, school drop out, and violence later in life. Further, a child with early and persistent antisocial behavior is at risk for substance use and other problems later in life.

These two factors (academic failure and early engagement in antisocial behavior) indicate that prevention programs should begin early in a student's schooling. Programs that can effectively target the needs of the school population will help to decrease the level of risk, thereby decreasing problem behaviors later in schooling. The Montana data will be important for schools in that it will help them target the problem behaviors and student populations which have the greatest need for services.

As with the community and family domains, bonding at the school level also decreases risk and increases protection. When students have healthy relationships with their teachers, when they feel as if they are able to play an active role in their classes and in their school, and when they receive encouragement and support, they are more bonded to their school and their commitment to school is less likely to falter.

Definitions of all school domain risk factors, as well as scores for the school domain are provided on the next pages. The table below shows the links between the school risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well-designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 9

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
School					
Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	✓

Early and Persistent Antisocial Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Boys who are aggressive in grades K-3 are at higher risk for substance abuse and delinquency. When a boy's aggressive behavior in the early grades is combined with isolation or withdrawal, there is an even greater risk of problems in adolescence. This increased risk also applies to aggressive behavior combined with hyperactivity or attention deficit disorder.

This risk factor also includes persistent antisocial behavior in early adolescence, like misbehaving in school, skipping school, and getting into fights with other children. Young people, both girls and boys, who engage in these behaviors during early adolescence are at increased risk for drug abuse, delinquency, teen pregnancy, school dropout, and violence.

Academic Failure in Elementary School (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Beginning in the late elementary grades, academic failure increases the risk of drug abuse, delinquency, violence, teen pregnancy, and school dropout. Students fail for many reasons. It appears that *the experience of failure,* not necessarily the student's ability, increases the risk of problem behaviors.

Lack of Commitment to School (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Lack of commitment to school means the young person has ceased to see the role of student as a viable one. Young people who have lost this commitment to school are at higher risk for all five problem behaviors.

Risk Factors

There are two risk factor scales for the school domain — Academic Failure and Low Commitment to School. Rates for both risk factors were very similar to the seven-state norm for the 8th, 10th, and 12th grades. The highest risk factor score for the school domain was for 8th grade Academic Failure (45.9% at risk). The lowest level of risk was found for 12th grade Academic Failure (40.8% at risk).

Risk factor rates are very similar for all grades, indicating that in the school domain, students are equally affected by the risk factors. Montana School Domain risk factor scores were also very similar to the seven-state norm, with scale scores for each grade being approximately one to two percent above or below the seven-state norm line. The only risk factor score that was slightly below the seven-state norm line was 12th grade Academic Failure. All other risk factor scores for the school domain were nearly identical to the seven-state norm.

Protective Factors

There are also two protective factor scales for the school domain — School Opportunities for Prosocial Involvement and School Rewards for Prosocial Involvement. Protective factor scores for School Opportunities for Prosocial Involvement were approximately five to six percent above the seven-state norm for all grades. Rates of 10th grade School Rewards for Prosocial Involvement were also well above the seven-state norm, while 8th and 12th rates were similar to the seven-state norm.

2004 and 2006 Comparisons

Appendix E contains risk and protective factor charts for grades 8, 10, and 12. These profile charts contain all of the risk and protective factors for the 2006 survey with comparisons to 2002 and 2004 results. For the school domain, levels of Low Commitment to School decreased 3.1% to 5.7% in each grade since the 2004 survey. Rates of Academic Failure remained relatively stable. School domain protective factor rates increased significantly for both protective factors and for most grades since the 2004 survey. School Opportunities for Prosocial Involvement increased 1.2% in the 8th grade and 3.2% in the 10th grade since the 2004 survey, and School Rewards for Prosocial Involvement increased 2.4% to 2.7% in each grade. See the charts in Appendix E for a more thorough comparison of risk and protective factor results from 2002, 2004, and 2006.

Table 10

School Domain Risk and Protective Factor Scores	Grade 8			Grade 10			Grade 12		
RISK FACTORS	2002	2004	2006	2002	2004	2006	2002	2004	2006
Academic Failure	47.0	46.8	45.9	45.3	46.4	45.8	40.7	39.9	40.8
Low Commitment to School	47.7	45.8	42.7	50.8	49.2	43.5	52.7	49.4	45.4
PROTECTIVE FACTORS	2002	2004	2006	2002	2004	2006	2002	2004	2006
Opportunities for Prosocial Involvement	62.8	66.5	67.7	60.6	64.3	67.5	59.1	66.3	66.5
School Rewards for Prosocial Involvement	50.6	56.0	58.6	59.0	66.2	68.9	45.6	51.6	54.0

Figure 11

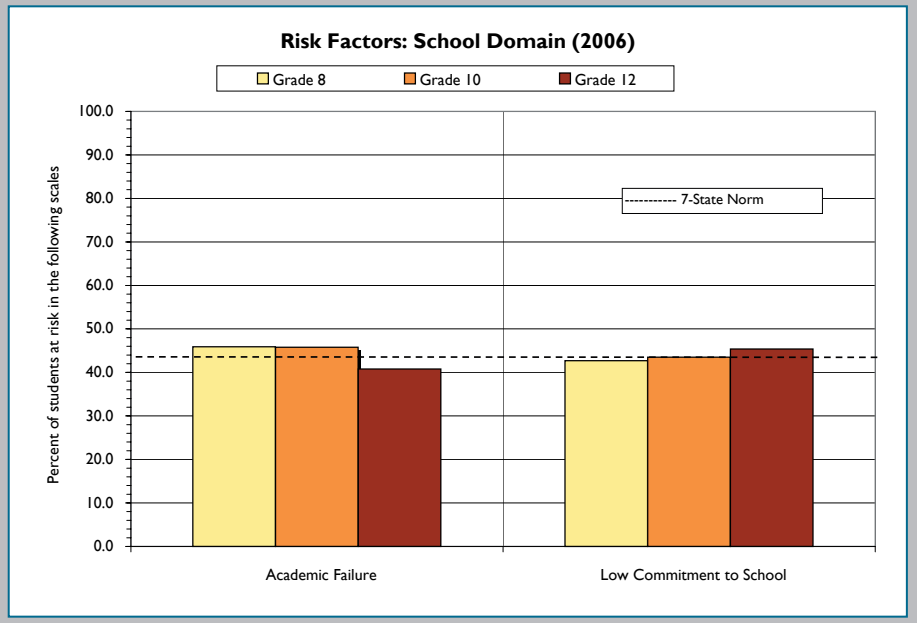
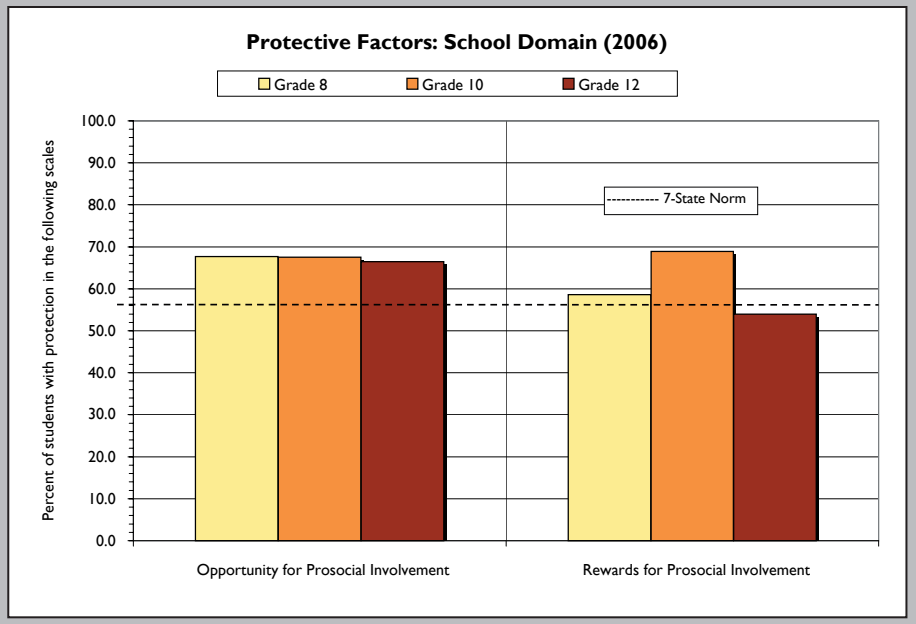


Figure 12



Peer/Individual Risk and Protective Factors

The final domain of an adolescent's life — peer/individual — consists of much more than mere peer pressure. While students are at risk for problem behaviors when they have friends who are engaging in unfavorable behaviors; or their friends have favorable attitudes toward the behaviors (i.e. it is seen as "cool"); the peer/individual domain also consists of several factors which spring from the individual. For example, students who are depressed, rebellious, or who feel alienation are more likely to use drugs and show antisocial behavior. Other constitutional factors also play a part in whether or not a student is at-risk for ATOD use or antisocial behaviors.

Definitions of all peer/individual domain risk and protective factors, as well as a description of individual characteristics, bonding, and healthy beliefs and clear standards, are presented in this section. Also in this discussion of peer/individual risk factors, scores for the scales in this domain are provided in the form of tables and charts. The table below shows the links between the peer/individual risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well-designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 11

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Individual/Peer					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Gang Involvement	✓	✓			✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓
Depressive Symptoms	✓	✓			
Intention to Use ATODs	✓				
Constitutional Factors	✓	✓			✓

Alienation, Rebelliousness, and Lack of Bonding to Society (Linked to Substance Abuse, Delinquency, and School Dropout)

Young people who feel they are not part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society are at higher risk of drug abuse, delinquency, and school dropout.

Friends Who Engage in the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Youth who associate with peers who engage in problem behaviors are much more likely to engage in the same problem behaviors. This is one of the most consistent predictors of youth problem behaviors that the research has identified. Even when young people come from well-managed families and do not experience other risk factors, just hanging out with those who engage in problem behaviors greatly increases their risks. However, young people who experience a low number of risk factors are less likely to associate with those who are involved in problem behaviors.

Favorable Attitudes Toward the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, and School Dropout)

During the elementary school years, children usually express anti-drug, anti-crime, pro-social attitudes. They have difficulty imagining why people use drugs, commit crimes, and drop out of school. In middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This places them at higher risk.

Early Initiation of the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

The earlier young people begin using drugs, committing crimes, engaging in violent activity, becoming sexually active, and dropping out of school, the greater the likelihood that they will have problems with these behaviors later on. For example, research shows that young people who initiate drug use before age fifteen are at twice the risk of having drug problems as those who wait until after age nineteen.

Depressive Symptoms (Linked to Substance Abuse and Delinquency)

Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors. Because they are depressed, these individuals have difficulty in identifying and engaging in prosocial activities. They consequently do not gain recognition for demonstrating positive behaviors or develop attachments to their schools or communities. On this Montana survey, youth who scored highest on the items measuring depressive symptoms also scored significantly higher on all of the drug use questions (see Table 31 and Figure 31 in the Antisocial Behavior and Additional Results section).

Intention to Use ATODs (Linked to Substance Abuse)

Many prevention programs focus on reducing the intention of participants to use ATODs later in life. Reduction of intention to use ATODs often follows successful prevention interventions.

Gang Involvement (Linked to Substance Abuse, Delinquency, School Dropout, and Violence)

Youth who belong to gangs are more at risk for antisocial behavior and drug use. The risk factors associated with gang involvement are well known as many gang-related crimes and events are covered by local media. Gang membership has been linked to violence, shootings, destruction of public property, and involvement in other illegal behaviors including distribution of drugs. Please note that this scale was not included in any profile reports for the 2006 Montana PNA Survey.

Constitutional Factors (Linked to Substance Abuse, Delinquency, and Violence)

Constitutional factors are factors that may have a biological or physiological basis. These factors are often seen in young people with behaviors such as sensation-seeking, low harm-avoidance, and lack of impulse control. These factors appear to increase the risk of young people abusing drugs, engaging in delinquent behavior, and/or committing violent acts.

Some young people who are exposed to multiple risk factors do not become substance abusers, juvenile delinquents, teen parents, or school dropouts. Balancing the risk factors are protective factors, those aspects of people's lives that counter risk factors or provide buffers against them. They protect by either reducing the impact of the risks or by changing the way a person responds to the risks. A key strategy to counter risk factors is to enhance protective factors that promote positive behavior, health, well-being, and personal success. Research indicates that protective factors fall into three basic categories: Individual Characteristics, Bonding, and Healthy Beliefs and Clear Standards.

Individual Characteristics

Research has identified four individual characteristics as protective factors. These attributes are considered to be inherent in the youngster and are difficult, if not impossible, to change. They consist of:

Gender. Given equal exposure to risks, girls are less likely to develop health and behavior problems in adolescence than are boys.

A Resilient Temperament. Young people who have the ability to quickly adjust to or recover from misfortune or changes are at reduced risk.

A Positive Social Orientation. Young people who are good natured, enjoy social interactions, and elicit positive attention from others are at reduced risk.

Intelligence. Bright children are less likely to become delinquent or drop out of school. However, *intelligence does not protect against substance abuse.*

Bonding

Research indicates that one of the most effective ways to reduce children's risk is to strengthen their bond with positive, prosocial family members, teachers, or other significant adults, and/or prosocial friends. Children who are *attached* to positive families, friends, schools, and their community, and who are *committed* to achieving the goals valued by these groups, are less likely to develop problems in adolescence. Children who are bonded to others who hold healthy beliefs are less likely to do things that threaten that bond, such as use drugs, commit crimes, or drop out of school. For example, if children are attached to their parents and want to please them, they will be less likely to risk breaking this connection by doing things of which their parents strongly disapprove. Studies of successful children who live in high risk neighborhoods or situations indicate that strong bonds with a care giver can keep children from getting into trouble. Positive bonding makes up for many disadvantages caused by risk factors or environmental characteristics.

Healthy Beliefs and Clear Standards

Bonding is only part of the protective equation. Research indicates that another group of protective factors falls into the category of healthy beliefs and clear standards. The people with whom children are bonded need to have *clear, positive standards for behavior.* The content of these standards is what protects young people. For example, being opposed to youth alcohol and drug use is a standard that has been shown to protect young people from the damaging effects of substance abuse risk factors. Children whose parents have high expectations for their school success and achievement are less likely to drop out of school. Clear standards against criminal activity and early, unprotected sexual activity have a similar protective effect.

The negative effects of risk factors can be reduced when schools, families, and/or peer groups teach young people healthy beliefs and set clear standards for their behavior. Examples of healthy beliefs include believing it is best for children to be drug- and crime-free and to do well in school. Examples of clear standards include establishing clear no drug and alcohol family rules, establishing the expectation that a youngster does well in school, and having consistent family rules against problem behaviors.

Peer/Individual Risk and Protective Factor Scales

Risk Factors

The highest levels of risk are found when looking at the Rewards for Antisocial Behavior scale for 12th graders (66.4% at risk); the Sensation Seeking scale for 12th graders (62.7% at risk); and the Sensation Seeking scale for 8th graders (61.6% at risk). Early Initiation of Antisocial Behavior and Early Initiation of Drug Use were the lowest risk factor scales with only 25.3% to 31.1% of students in grades 8, 10, and 12 at risk for Early Initiation of Drug Use and 27.4% to 31.1% of students in grades 8, 10, and 12 at risk for Early Initiation of Antisocial Behavior.

The only scale that was well above the seven-state norm for all grades was Sensation Seeking. Rates of Sensation Seeking for Montana youth were 16.9% to 18.7% above the seven-state norm for all grades. Rates of Early Initiation of Drug Use were 12.9% to 16.6% below the seven-state norm for each grade, and rates of Early Initiation of Antisocial Behavior were 13.9% to 18.7% lower than the seven-state norm for each grade.

Protective Factors

There are six protective factor scales for the Peer/Individual domain. Three of the scales – Religiosity, Social Skills, and Belief in Moral Order – were measured in all Montana PNA Survey administrations. Three scales – Interaction with Prosocial Peers, Prosocial Involvement, and Rewards for Prosocial Involvement – were added to the 2004 survey. The highest protection rates were 12th grade Religiosity (71.5% with protection), 6th grade Rewards for Prosocial Involvement (66.2% with protection), and 8th grade Belief in Moral Order (66.8% with protection). The Prosocial Involvement protective factor scale was the only scale that was lower than the seven-state norm for Montana youth in all grades. For all grades, Prosocial Involvement was 3.8% to 10.0% lower than the seven-state norm.

2004 and 2006 Comparisons

Appendix E contains risk and protective factor charts for grades 8, 10, and 12. These profile charts contain all of the risk and protective factors for the 2006 survey with comparisons to 2002 and 2004 results. For the peer/individual domain, there were significant decreases in risk in several scales. The following scales showed significant decreases in risk for the 8th, 10th, and 12th grades since the 2004 survey: Early Initiation of Antisocial Behavior, Early Initiation of Drug Use, Attitudes Favorable to Antisocial Behavior, Attitudes Favorable to Drug Use, Friends' Use of Drugs, Sensation Seeking, and Intention to Use Drugs.

Since the 2004 survey, protective factor scores for Social Skills increased 2.6% in the 8th grade, 3.7% in the 10th grade, and 1.7% in the 12th grade.

See the charts in Appendix E for a more thorough comparison of risk and protective factor results from 2002, 2004, and 2006.

Table 12

Peer-Individual Domain Risk and Protective Factor Scores	Grade 8			Grade 10			Grade 12		
RISK FACTORS	2002	2004	2006	2002	2004	2006	2002	2004	2006
Rebelliousness	41.8	43.2	41.0	47.3	48.3	46.5	46.7	44.7	46.1
Early Initiation of Antisocial Behavior	29.3	32.6	25.3	34.2	36.0	30.1	35.4	31.7	27.1
Early Initiation of Drug Use	40.2	32.9	29.0	44.4	31.0	27.4	46.2	35.2	31.1
Attitudes Favorable to Antisocial Behavior	42.2	43.3	39.6	52.2	51.8	50.3	48.8	49.2	48.2
Attitudes Favorable to Drug Use	32.3	30.5	26.2	45.7	42.2	40.1	45.5	43.3	40.0
Perceived Risk of Drug Use	35.8	38.8	35.4	42.6	39.2	39.7	50.1	46.6	46.2
Interaction with Antisocial Peers	44.2	44.5	42.8	50.9	48.7	47.9	51.0	47.7	44.9
Friend's Use of Drugs	46.1	41.1	36.7	51.3	44.6	40.4	48.1	40.5	35.8
Sensation Seeking	57.2	66.9	61.6	58.1	65.1	60.9	57.0	63.6	62.7
Rewards for Antisocial Behavior	49.0	49.6	43.9	48.8	52.9	49.5	56.7	66.5	66.4
Depressive Symptoms	44.8	46.9	43.9	42.2	47.0	45.1	37.2	37.9	38.2
Intention to Use Drugs	34.1	34.5	32.0	47.1	48.0	46.5	33.5	35.4	33.8
PROTECTIVE FACTORS	2002	2004	2006	2002	2004	2006	2002	2004	2006
Religiosity	54.3	54.7	52.3	49.6	48.0	47.2	71.9	72.8	71.5
Social Skills	61.8	62.4	65.0	50.7	50.3	54.0	61.5	60.8	62.5
Belief in Moral Order	58.3	61.2	63.0	62.6	64.1	66.8	48.6	50.4	50.1
Interaction with Prosocial Peers	*	57.0	57.3	*	51.3	55.2	*	46.8	49.6
Prosocial Involvement	*	49.8	52.2	*	47.8	51.9	*	45.7	46.0
Rewards for Prosocial Involvement	*	63.5	66.2	*	57.3	61.9	*	49.1	49.2

* not available, scale not included in 2002 survey

Figure 13

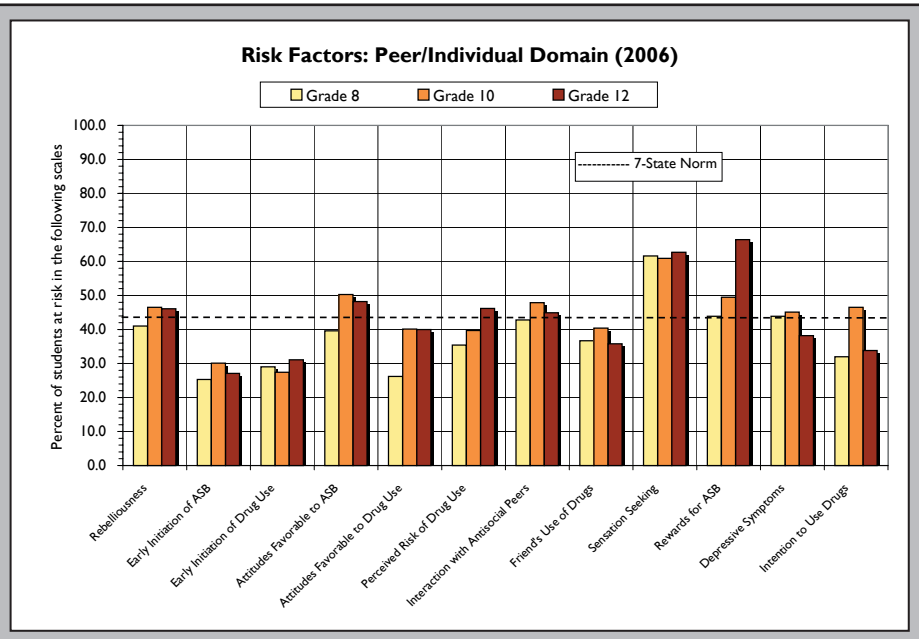
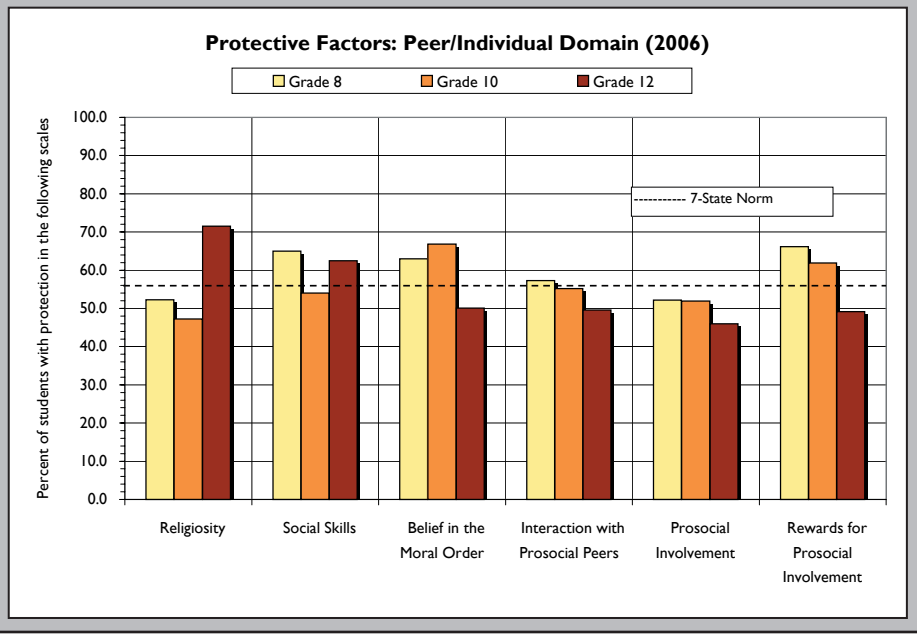


Figure 14



Section 3: Substance Use Outcomes

Age of Initiation

Montana students were asked to report when, if ever, they first used ATODs. In calculating the average age of initiation, only the ages indicated by students who had used the substance before were taken into account.

The results show that students begin using cigarettes before using any other substance. Of the students who had used cigarettes, the average age of first use was 12.04 years. A period of over one and a half years separates the age of first sip of alcohol and the first regular alcohol use, with the first sip occurring at 12.63 years, and the first regular use of alcohol at 14.47 years.

The results also show that students begin trying marijuana earlier than one would think. Of the students who had used marijuana, the average age of first use was 13.50 years — nearly one year before students indicated that they had begun drinking regularly.

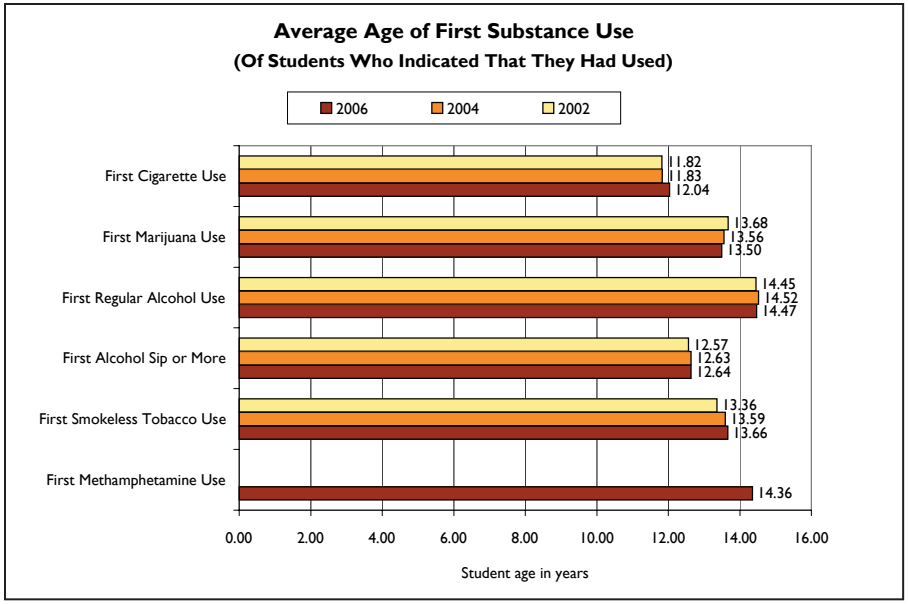
Further, age of first smokeless tobacco use was 13.66 years in the 2006 survey. This was also the first year that students were asked to report the age, if ever, when they first used methamphetamines. Of the students who reported using methamphetamines at least once in their lifetime, 14.36 years was the average age of first use.

In looking at survey results over the past three administrations, age of first cigarette use has shown a gradual increase (from 11.82 years in 2002, to 12.04 years in 2006) and smokeless tobacco has also shown a gradual increase (from 13.36 years in 2002, to 13.66 years in 2006).

Table 13

Age of Initiation			
Drug Used	Average Age of First Use (Of Students Who Indicated That They Had Used)		
	2002	2004	2006
First Cigarette Use	11.82	11.83	12.04
First Marijuana Use	13.68	13.56	13.50
First Alcohol Sip or More	12.57	12.63	12.64
First Regular Alcohol Use	14.45	14.53	14.47
First Use of Smokeless Tobacco	13.36	13.59	13.66
First Use of Methamphetamines	N/A	N/A	14.36

Figure 15



Lifetime ATOD Use, By Grade

Montana Lifetime Usage

Lifetime use is seen as a good measure of youth experimentation with alcohol, tobacco, and other drugs. If a student indicates that they have used a substance at least once in their lifetime, the results of this lifetime use are reported in this section. As can be seen in Table 14, the most commonly used substances are alcohol (67.4%), cigarettes (40.2%), marijuana (30.9%), and smokeless tobacco (22.0%).

In comparing the 2006 survey results to the 2004 survey results, lifetime use rates for all students decreased for alcohol (decreases of 1.7% to 3.1% in each grade), cigarettes (decreases of 1.4% to 3.7% in each grade), and marijuana (decreases of 4.0% to 6.2% in each grade).

Further, in comparison to results gathered in 2002, lifetime use rates in the 8th, 10th, and 12th grades are lower now than they were in 2002 for each of the following substances: alcohol, cigarettes, marijuana, hallucinogens, cocaine, ecstasy, and any drug. The greatest decreases since the 2002 survey were found for alcohol (decreases of 5.2% to 7.2% for each grade), cigarettes (decreases of 6.2% to 10.1% for each grade), and marijuana (decreases of 6.0% to 6.6% for each grade).

Montana Results Compared to National Results

Montana's results can be compared to the national Monitoring the Future (MTF) survey results for grades 8, 10, and 12. Comparing Montana to MTF (see Table 14) shows that Montana survey participants in grades 8, 10, and 12 have had more lifetime experience with alcohol, cigarettes, smokeless tobacco, marijuana, and inhalants than students in the national sample. For alcohol use, 11.9% more Montana 8th graders, 8.8% more Montana 10th graders, and 6.4% more Montana 12th graders reported lifetime use than students in the same grades in the national sample. Similarly, 2.7% to 3.5% more Montana youth in the 8th, 10th, and 12th grades than MTF participants in the same grades used cigarettes, and 2.1% to 14.5% more Montana youth used smokeless tobacco than youth nationwide. Montana students in grades 8, 10, and 12 had less lifetime experience with other illegal substances such as hallucinogens, cocaine, and stimulants than students in the national MTF Survey. The difference between Montana and MTF stimulant use was significant. The 2006 data shows that 3.6% of Montana 8th graders, 7.7% of Montana 10th graders, and 9.2% of Montana 12th graders indicated using stimulants at least once in their lifetime; while MTF lifetime stimulant use was 7.4% in the 8th grade, 11.1% in the 10th grade, and 13.1% in the 12th grade. Figure 16 presents a comparison between Montana 8th, 10th, and 12th grade students compared to MTF students in each grade.

Figure 16

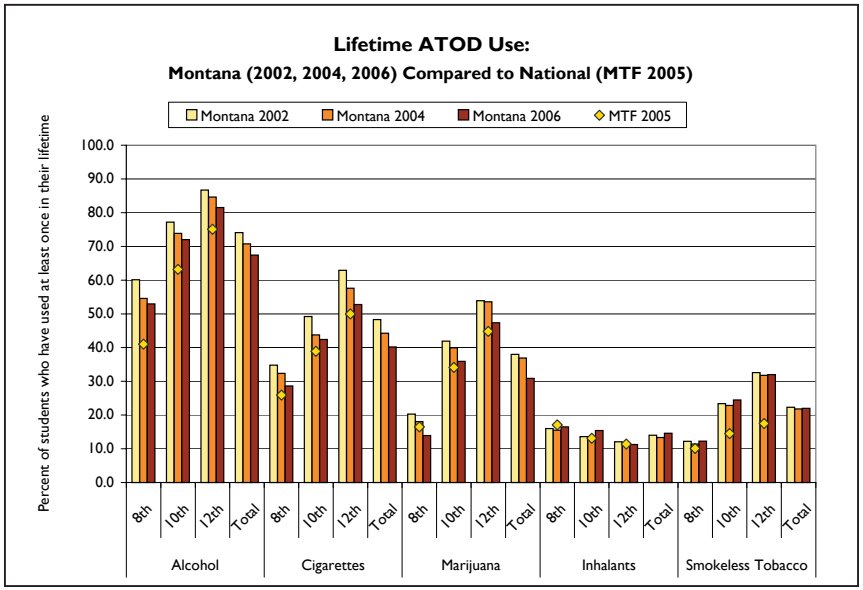


Table 14

Percentage of Montana Respondents Who Used ATODs During Their Lifetime by Grade															
Drug Used	Montana Grade 8			MTF Grade 8 2005	Montana Grade 10			MTF Grade 10 2005	Montana Grade 12			MTF Grade 12 2005	Total Lifetime		
	2002	2004	2006		2002	2004	2006		2002	2004	2006		2002	2004	2006
Alcohol	60.1	54.6	52.9	41.0	77.2	73.8	72.0	63.2	86.7	84.6	81.5	75.1	74.1	70.7	67.4
Cigarettes	34.8	32.4	28.6	25.9	49.2	43.8	42.4	38.9	62.9	57.6	52.8	50.0	48.3	44.2	40.2
Smokeless Tobacco	12.2	11.4	12.2	10.1	23.4	22.8	24.5	14.5	32.6	31.8	32.0	17.5	22.3	21.8	22.0
Marijuana	20.3	18.1	13.9	16.5	41.9	39.9	35.9	34.1	53.9	53.6	47.3	44.8	38.0	36.9	30.9
Inhalants	16.0	15.5	16.5	17.1	13.6	13.0	15.4	13.1	12.1	11.5	11.2	11.4	14.0	13.4	14.6
Hallucinogens	2.9	1.8	1.6	3.8	7.0	5.8	4.5	5.8	12.6	10.2	7.5	8.8	7.3	5.8	4.3
Cocaine	3.1	1.7	1.5	3.7	5.0	3.9	4.0	5.2	8.9	8.5	7.9	8.0	5.5	4.6	4.2
Methamphetamines	N/A	N/A	1.5	3.1	N/A	N/A	3.5	4.1	N/A	N/A	5.8	4.5	N/A	N/A	3.4
Stimulants	3.6	2.5	3.6	7.4	6.9	5.8	7.7	11.1	10.3	9.3	9.2	13.1	6.8	5.8	6.6
Sedatives	9.2	9.7	10.0	9.3*	15.2	15.8	14.2	13.7*	17.4	19.0	16.7	14.8*	13.8	14.8	13.3
Ecstasy	3.1	2.1	1.9	2.8	5.4	3.7	3.6	4.0	8.7	5.2	5.7	5.4	5.6	3.6	3.6
Heroin	2.0	1.1	0.9	1.5	2.7	2.6	2.0	1.5	4.9	4.2	3.2	1.5	3.1	2.6	1.9
Any Drug	34.2	32.5	32.6	N/C	50.2	49.8	47.3	N/C	59.2	60.2	55.7	N/C	47.4	47.4	44.5

N/C - Indicates where MTF data is not comparable to data gathered through the 2006 Montana PNA Survey

N/A - Indicates a question that was not asked in the 2002 or 2004 Montana PNA Surveys

*When the wording of MPNA and MTF questions were the same, 2005 MTF data was used in comparison to 2006 MPNA data. However, to accurately compare MTF drug use to Montana drug use when the questions are not worded the same, the MTF database must be available. Because the 2005 MTF database is not available at this time, the 2004 MTF use rates are used as the latest comparison for sedative use.

30-Day ATOD Use, By Grade

Montana 30-Day Usage

When looking at the percentage of students who indicated that they used ATODs in the past 30 days (Table 15), an increase by grade can generally be seen with all substances except inhalants. For example, 10.4% of 8th graders had smoked cigarettes in the past 30 days, whereas 24.4% of 12th graders had smoked cigarettes in the past 30 days. However, 30-day inhalant usage peaked at grade 8 (5.2%) and declined to 1.5% by grade 12.

The 2006 Montana PNA Survey shows that marijuana 30-day use rates are fairly close to cigarette use rates in each grade. Particularly, marijuana use in the 10th grade is very similar to 10th grade cigarette use. In the 10th grade, 18.9% of students indicated that they had used cigarettes at least once in the past month, while 18.3% of students indicated that they had used marijuana at least once in the past month. The use rates in other grades and for the total population are also very close. There is a 3.7% difference in 8th grade cigarette and marijuana use, a 3.6% difference in 12th grade cigarette and marijuana use, and a 2.7% difference in cigarette and marijuana use overall.

In comparing the 2006 results to the 2004 results, total 30-day use rates for all substances remained fairly stable. The biggest changes in past month state substance use were for 30-day alcohol use (decrease of 5.4% since 2004), cigarette use (decrease of 1.7% since 2004), marijuana use (decrease of 3.5% since 2004), and sedative use (decrease of 1.1% since 2004). The only substances to show a significant decrease at each grade level were alcohol and marijuana.

Past month use rates of alcohol, marijuana, and any drug have progressively decreased with each of the past three survey years (2002, 2004, and 2006). For example, 30-day alcohol use for the total survey population was 44.5% in 2002. The rate decreased to 43.3% in 2004, and the rate further decreased to 37.9% in 2006. Likewise, marijuana use showed decreases by grade and for the total population in the 8th, 10th, and 12th grades (decreases of 3.5% to 6.5% in each grade since 2002 and a decrease of 5.6% since 2002 overall).

Montana Results Compared to National Results

Table 15 shows the percentage of Montana survey participants and youth nationwide who used ATODs in the 30 days prior to completing the survey. In comparison to Monitoring the Future survey results, Montana youth in each grade showed higher past month use rates of alcohol (6.2% to 7.5% in each grade), cigarettes (1.1% to 4.0% in each grade), and smokeless tobacco (1.6% to 6.1% in each grade). Further, marijuana use rate is 3.1% higher for Montana 10th graders and 1.0% higher for Montana 12th graders than youth in the same grades in the MTF survey. Other comparisons between Montana and MTF results show similar use rates in most grades. Figure 17 presents a comparison between Montana 8th, 10th, and 12th grade students compared to MTF students in each grade.

Figure 17

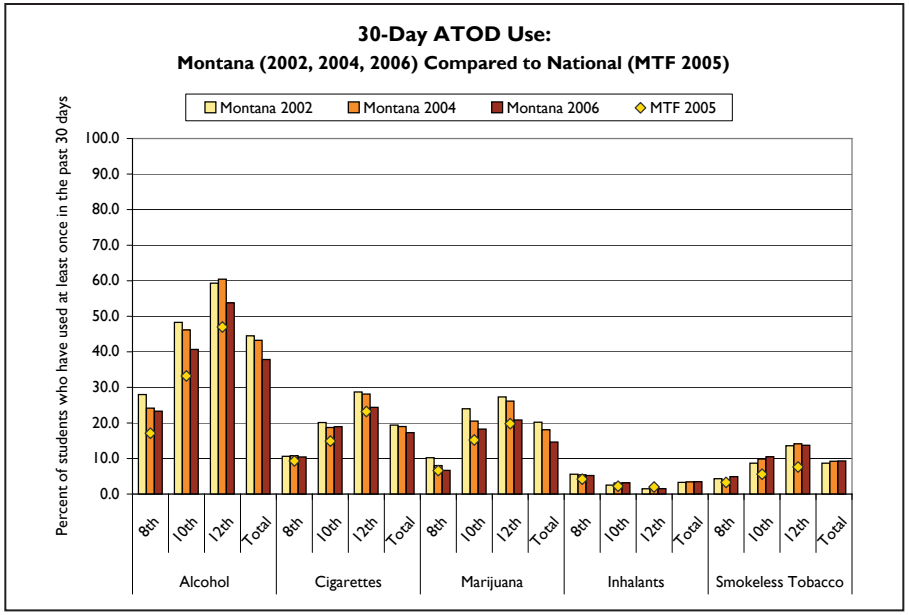


Table 15

Percentage of Montana Respondents Who Used ATODs During the Past 30 Days by Grade															
Drug Used	Montana Grade 8			MTF Grade 8 2005	Montana Grade 10			MTF Grade 10 2005	Montana Grade 12			MTF Grade 12 2005	Total 30-Day		
	2002	2004	2006		2002	2004	2006		2002	2004	2006		2002	2004	2006
Alcohol	28.0	24.2	23.3	17.1	48.3	46.2	40.7	33.2	59.3	60.5	53.8	47.0	44.5	43.3	37.9
Cigarettes	10.6	10.8	10.4	9.3	20.1	18.7	18.9	14.9	28.7	28.1	24.4	23.2	19.4	19.0	17.3
Smokeless Tobacco	4.3	3.9	4.9	3.3	8.7	9.9	10.5	5.6	13.6	14.2	13.7	7.6	8.7	9.2	9.3
Marijuana	10.2	8.0	6.7	6.6	24.0	20.5	18.3	15.2	27.3	26.2	20.8	19.8	20.2	18.1	14.6
Inhalants	5.6	5.4	5.2	4.2	2.5	3.1	3.1	2.2	1.5	1.7	1.6	2.0	3.3	3.4	3.5
Hallucinogens	1.3	0.8	0.5	1.1	2.4	1.7	1.5	1.5	2.9	2.5	2.0	1.9	2.1	1.7	1.3
Cocaine	1.4	0.8	0.8	1.0	1.7	1.3	1.0	1.5	2.6	2.3	2.0	2.3	1.8	1.5	1.2
Methamphetamines	N/A	N/A	0.4	0.7	N/A	N/A	0.7	1.1	N/A	N/A	1.0	0.9	N/A	N/A	0.7
Stimulants	1.6	0.9	1.5	2.3	2.6	1.8	2.8	3.7	3.1	3.1	2.4	3.9	2.4	1.9	2.2
Sedatives	4.2	4.3	4.0	2.8*	7.3	7.1	6.0	4.8*	7.2	8.2	6.3	4.5*	6.2	6.5	5.4
Ecstasy	1.4	0.8	0.5	0.6	2.1	0.9	0.7	1.0	2.3	0.9	1.4	1.0	1.9	0.9	0.9
Heroin	0.9	0.4	0.3	0.5	0.8	0.8	0.4	0.5	1.2	0.8	1.0	0.5	1.0	0.7	0.5
Any Drug	18.9	15.9	15.6	N/C	30.3	27.1	25.5	N/C	32.4	32.0	27.2	N/C	27.0	25.0	22.4

N/C - Indicates where MTF data is not comparable to data gathered through the 2006 Montana PNA Survey

N/A - Indicates a question that was not asked in the 2002 or 2004 Montana PNA Surveys

*When the wording of MPNA and MTF questions were the same, 2005 MTF data was used in comparison to 2006 MPNA data. However, to accurately compare MTF drug use to Montana drug use when the questions are not worded the same, the MTF database must be available. Because the 2005 MTF database is not available at this time, the 2004 MTF use rates are used as the latest comparison for sedative use.

Lifetime ATOD Use by Gender

Tables 16 and 17 on the following page show the percentage of lifetime ATOD use for males and females. Lifetime use is a measure of the experience that young people have had with various substances. While being female is generally considered a protective factor for substance use, it can be seen that males and females are very similar in their use of most substances and generally have substance use rates that are within one to two percentage points of each other, with females showing slightly higher use for certain substances in certain grades. The only areas in which males have significantly higher lifetime use rates than females are with smokeless tobacco and marijuana. Males in all grades have a much higher lifetime smokeless tobacco use rate than females in every grade, and more males in each grade have used marijuana in their lifetime. Females have consistently higher lifetime use rates of sedatives than males (4.1% higher overall).

For total lifetime use, as seen in Tables 16 and 17, females have slightly higher lifetime use rates of cigarettes, inhalants, stimulants and sedatives than do males. It is also interesting to note that 8th grade females have higher use rates than males in five of the 13 substance categories, 10th grade females have higher use rates than males in four of the 13 substance categories, and 12th grade females have higher use rates than males in only one of the 13 substance categories. Such a finding indicates that females may be experimenting with drug use at equal or higher rates as males in the middle or junior high school, but as the high school years progress, males take over as the more dominant substance users.

Figure 18

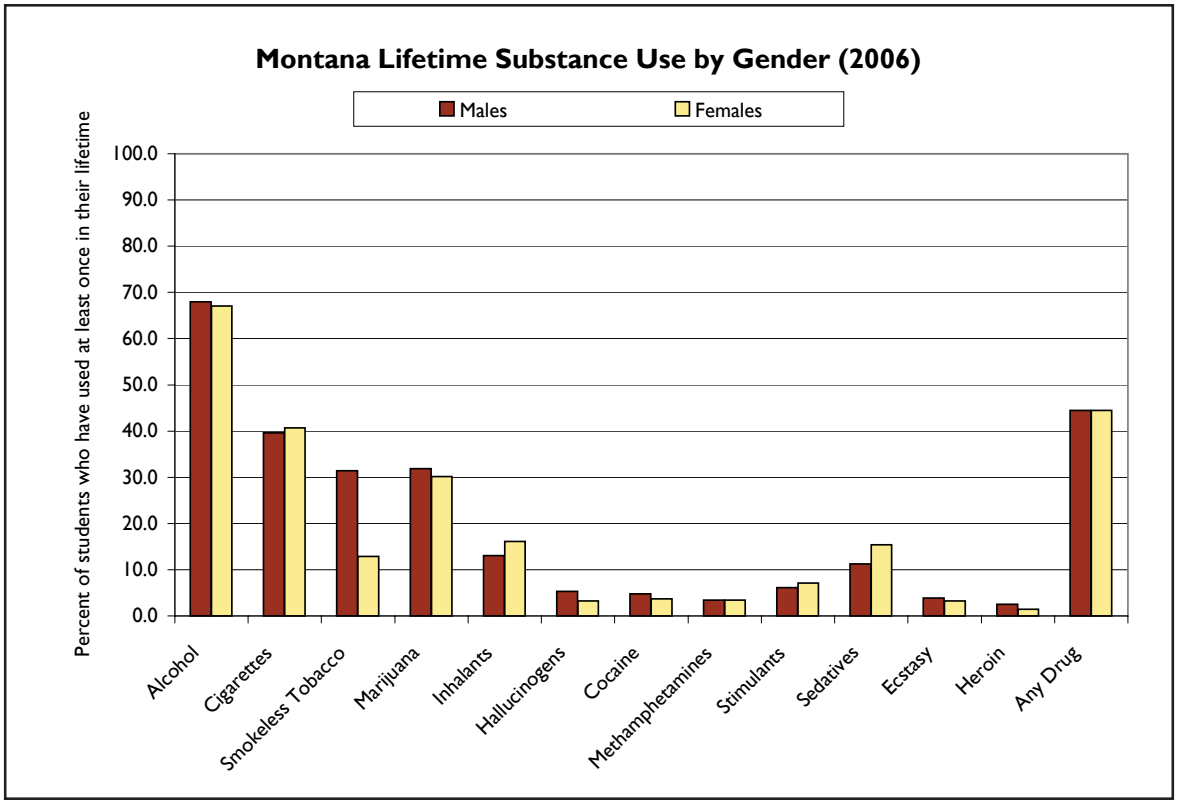


Table 16

Percentage of Males by Grade Who Used ATODs During Their Lifetime												
Drug Used	Grade 8			Grade 10			Grade 12			Total		
	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006
Alcohol	61.9	55.9	52.8	78.1	73.2	73.4	85.9	85.4	81.4	74.7	71.3	68.0
Cigarettes	32.8	31.4	26.6	47.1	41.9	41.4	62.1	57.6	53.9	46.6	43.4	39.6
Smokeless Tobacco	17.4	17.6	17.0	34.9	32.3	34.6	48.5	46.7	46.0	32.8	32.0	31.4
Marijuana	22.5	19.5	14.4	44.5	41.5	36.8	56.6	56.4	48.3	40.4	39.0	31.9
Inhalants	14.6	13.7	14.1	12.6	12.2	13.2	13.4	11.5	11.5	13.6	12.5	13.1
Hallucinogens	2.9	1.6	1.6	7.4	6.3	5.3	14.8	11.7	9.9	8.0	6.5	5.3
Cocaine	2.7	1.1	1.3	4.6	3.7	4.3	9.6	8.4	9.5	5.4	4.4	4.8
Methamphetamines	N/A	N/A	1.3	N/A	N/A	3.4	N/A	N/A	6.1	N/A	N/A	3.4
Stimulants	2.9	2.0	2.7	6.1	5.1	6.9	10.7	8.4	9.4	6.3	5.1	6.1
Sedatives	7.5	7.1	7.6	11.8	12.8	11.8	17.3	18.2	15.3	11.9	12.6	11.3
Ecstasy	3.1	1.7	1.7	5.4	3.7	3.6	8.7	5.0	6.9	5.6	3.4	3.9
Heroin	1.7	1.1	0.9	3.2	3.0	2.7	6.8	5.5	4.2	3.8	3.1	2.5
Any Drug	35.1	32.6	31.2	51.9	50.4	47.5	61.5	62.6	56.3	48.9	48.6	44.4

Table 17

Percentage of Females by Grade Who Used ATODs During Their Lifetime												
Drug Used	Grade 8			Grade 10			Grade 12			Total		
	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006
Alcohol	58.2	53.2	53.0	76.5	74.6	70.8	87.5	84.0	81.9	73.5	70.3	67.0
Cigarettes	36.7	33.3	30.2	51.4	45.7	43.3	63.6	57.8	51.8	50.1	45.3	40.7
Smokeless Tobacco	6.9	5.3	7.6	11.9	13.0	14.5	17.2	17.1	18.2	11.8	11.7	12.9
Marijuana	17.9	16.5	13.5	39.4	38.4	34.8	51.3	50.8	46.9	35.6	34.9	30.1
Inhalants	17.5	17.2	18.6	14.6	13.7	17.4	10.8	11.5	11.2	14.5	14.2	16.1
Hallucinogens	3.0	1.8	1.5	6.5	5.1	3.6	10.4	8.8	5.1	6.5	5.1	3.2
Cocaine	3.6	2.1	1.8	5.5	4.1	3.7	8.3	8.5	6.5	5.7	4.8	3.7
Methamphetamines	N/A	N/A	1.6	N/A	N/A	3.5	N/A	N/A	5.6	N/A	N/A	3.4
Stimulants	4.3	3.0	4.5	7.7	6.5	8.4	9.8	10.2	9.2	7.2	6.5	7.1
Sedatives	10.9	12.2	12.3	18.6	18.8	16.5	17.5	19.8	18.1	15.6	16.9	15.4
Ecstasy	3.5	2.3	2.0	5.2	3.8	3.5	7.0	5.3	4.5	5.2	3.8	3.2
Heroin	2.2	1.1	0.9	2.2	2.1	1.4	3.1	2.8	2.1	2.4	2.0	1.4
Any Drug	33.3	32.2	33.6	48.5	49.1	46.6	57.1	57.8	55.4	45.9	46.2	44.5

30-Day ATOD Use by Gender

Tables 18 and 19 on the following page show the percentage of ATOD use in the past 30 days by males and females in grades 8, 10, and 12. Total rates of 30-day use are very similar, though the 30-day usage rate of smokeless tobacco is considerably higher for males (15.1% for males compared to 3.1% for females).

Females in the state (grades 8, 10, and 12 combined) have slightly higher 30-day use rates of cigarettes (18.1% for females compared to 16.5% for males), inhalants (4.0% for females compared to 2.9% for males), and sedatives (6.4% for females compared to 4.3% for males).

Additionally, female 30-day use rates are slightly higher than male use rates in five of the 13 substance categories for the 8th grade and two of the 13 substance categories in the 10th grade. By the 12th grade, male rates were higher than females rates or very similar to them. Such a finding indicates that females may begin using substances earlier in life than males; however, as students age, more males than females begin using substances.

While both female and male use increases with increased grade level, male use appears to increase at a higher rate. For example, in the 8th grade, 23.7% of females and 22.6% of males indicated using alcohol at least once in the past 30 days. In the 10th grade, the difference in 30-day alcohol use was less extreme with males claiming the lead in alcohol use, with 39.6% of females and 41.6% of males indicating 30-day use. Finally, in the 12th grade, there was a more pronounced difference in 30-day use with 51.8% of females and 56.0% of males indicating use.

Figure 19

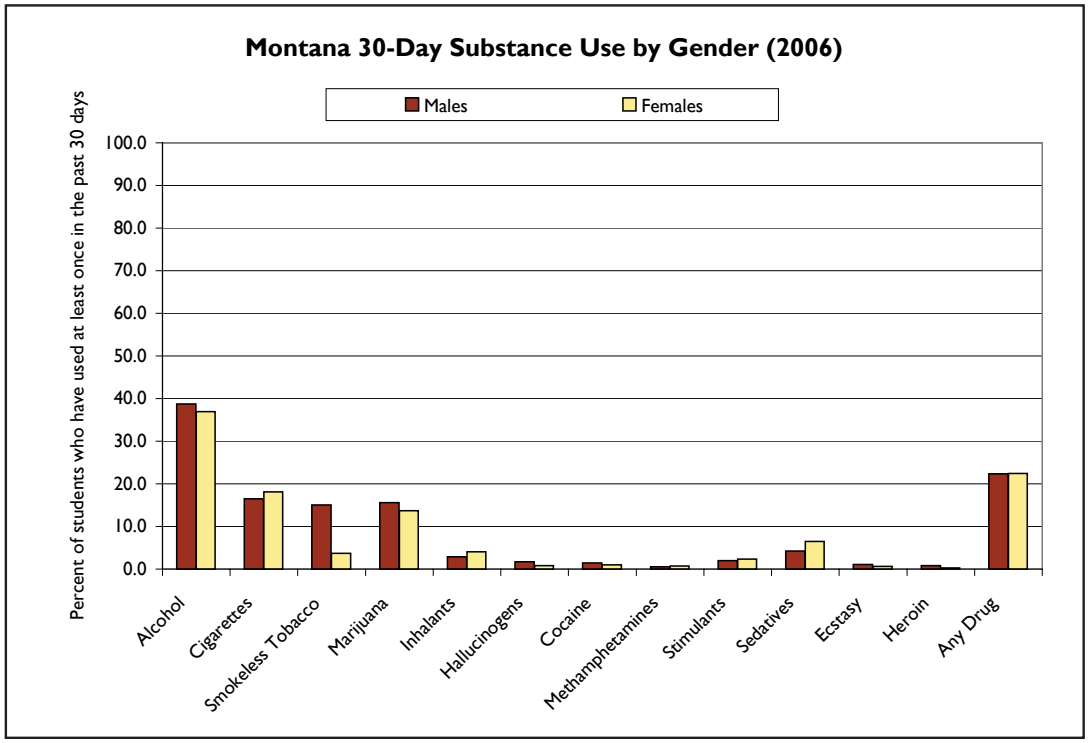


Table 18

Percentage of Males by Grade Who Used ATODs During The Past 30 Days												
Drug Used	Grade 8			Grade 10			Grade 12			Total		
	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006
Alcohol	28.8	23.8	22.6	49.0	46.3	41.6	63.1	63.7	56.0	46.1	44.4	38.7
Cigarettes	9.3	9.0	8.8	16.9	16.4	17.4	26.7	27.0	25.4	17.2	17.3	16.5
Smokeless Tobacco	6.7	6.6	7.0	15.0	15.7	17.1	24.5	24.6	22.8	14.9	15.5	15.1
Marijuana	10.9	7.9	6.8	25.7	21.4	19.4	29.8	29.6	22.4	21.7	19.6	15.6
Inhalants	5.2	4.3	3.8	2.6	3.2	2.8	1.9	2.0	1.7	3.3	3.2	2.9
Hallucinogens	1.3	0.9	0.5	2.5	1.7	1.9	3.8	3.0	3.0	2.5	1.8	1.7
Cocaine	1.1	0.7	0.7	1.7	1.4	1.1	2.6	2.3	2.6	1.8	1.5	1.4
Methamphetamines	N/A	N/A	0.2	N/A	N/A	0.6	N/A	N/A	1.0	N/A	N/A	0.6
Stimulants	1.2	0.8	1.1	2.4	1.6	2.4	3.4	2.5	2.6	2.3	1.6	2.0
Sedatives	3.3	3.0	2.6	5.8	6.3	4.4	7.2	8.4	6.2	5.4	5.9	4.3
Ecstasy	1.4	0.8	0.6	2.1	1.1	0.9	2.3	1.1	1.9	1.9	1.0	1.1
Heroin	0.8	0.3	0.5	1.0	1.0	0.7	2.0	1.2	1.3	1.2	0.8	0.8
Any Drug	19.2	14.9	13.7	31.8	27.6	25.8	35.2	34.8	28.4	28.4	25.9	22.3

Table 19

Percentage of Females by Grade Who Used ATODs During The Past 30 Days												
Drug Used	Grade 8			Grade 10			Grade 12			Total		
	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006
Alcohol	27.1	24.4	23.7	47.6	46.1	39.6	55.8	57.5	51.8	43.0	42.3	36.9
Cigarettes	11.9	12.5	12.0	23.2	21.0	20.4	30.7	29.4	23.8	21.6	20.7	18.1
Smokeless Tobacco	1.8	1.4	2.9	2.4	3.8	4.0	3.1	3.7	4.5	2.4	3.0	3.7
Marijuana	9.4	7.8	6.5	22.3	19.5	17.0	24.9	22.9	19.5	18.7	16.6	13.7
Inhalants	6.0	6.4	6.5	2.4	3.0	3.4	1.0	1.4	1.5	3.2	3.7	4.0
Hallucinogens	1.2	0.6	0.5	2.2	1.7	1.0	2.1	2.0	1.0	1.8	1.4	0.8
Cocaine	1.6	0.8	0.8	1.7	1.2	0.8	2.5	2.3	1.4	1.9	1.4	1.0
Methamphetamines	N/A	N/A	0.6	N/A	N/A	0.8	N/A	N/A	0.9	N/A	N/A	0.7
Stimulants	2.0	1.0	1.8	2.7	2.1	3.2	2.8	3.8	2.1	2.5	2.3	2.4
Sedatives	5.1	5.2	5.4	8.8	8.1	7.6	7.1	8.1	6.4	7.0	7.1	6.4
Ecstasy	1.3	0.6	0.5	1.5	0.7	0.4	1.2	0.7	1.0	1.3	0.7	0.6
Heroin	1.0	0.5	0.1	0.6	0.5	0.2	0.5	0.5	0.6	0.7	0.5	0.3
Any Drug	18.6	16.4	17.2	28.8	26.4	24.9	29.8	29.3	26.0	25.6	24.0	22.4

Intention to Use ATODs

Youth were asked in the 2002, 2004, and 2006 Montana PNA Surveys whether they intended to use cigarettes, alcohol, marijuana, or other illegal substances when they became adults. The response categories were "NO!" (Definitely not true), "no" (Mostly not true), "yes" (Mostly true), and "YES!" (Definitely true). The percentages of students in each grade answering "YES!" or "yes" to the questions are listed in Table 20.

As can be seen, a majority of students in all grades indicated that they intended to use alcohol when they were adults, with 53.6% of 8th graders, 69.0% of 10th graders, 76.3% of 12th graders, and 65.2% of the total survey population indicating intention to use alcohol. Despite these high rates for alcohol use, rates of intention to use other substances were much lower. A minority of students indicated that they intended to use cigarettes (9.1% intend to use), smokeless tobacco (6.0% intend to use), marijuana (12.7% intend to use), or other illegal drugs (1.9% intend to use). It is interesting to note that the intention to use marijuana was higher than intention to use cigarettes in the 10th and 12th grades and for all students (12.7% of students surveyed intend to use marijuana, while 9.1% of students surveyed intend to use cigarettes).

As can be seen in Figure 20, students' intentions to use ATODs increase with increased grade level. Rates of students' intentions to use in each substance category peaked in grade 12. In looking at intention to use by grade, Table 20 shows that 3.4% more 12th graders than 8th graders intend to use cigarettes, 3.9% more 8th graders than 12th graders intend to use smokeless tobacco, 22.7% more 12th graders than 8th graders intend to use alcohol, 9.4% more 12th graders than 8th graders intend to use marijuana, and 1.6% more 12th graders than 8th graders intend to use other illegal drugs. Youth need prevention programs prior to the onset of substance use and then at regular intervals to maintain low rates of substance use and intention to use.

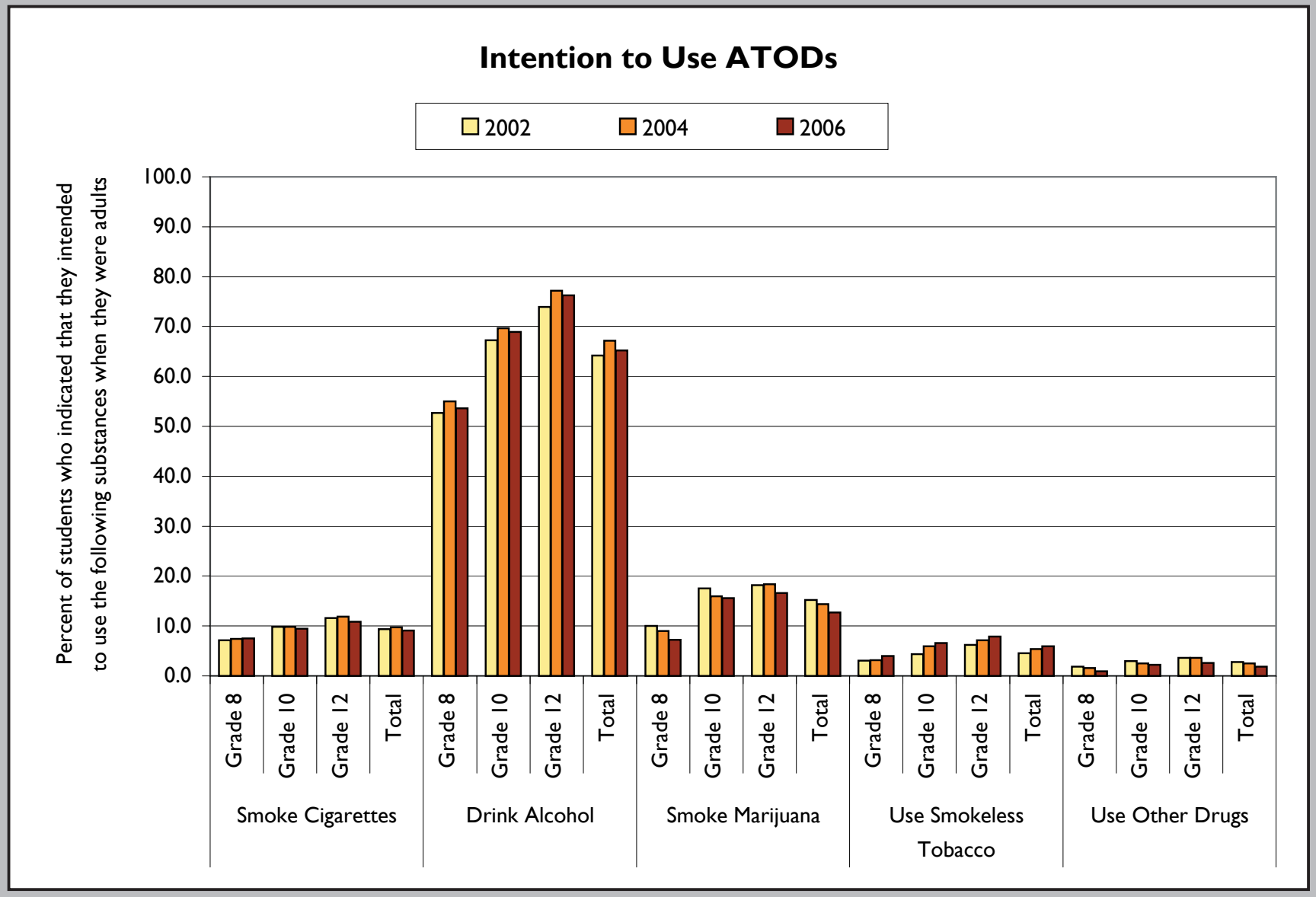
In comparing 2006 results to 2004 results, 8th grade intentions to use decreased in two of the five categories (alcohol and marijuana), 12th grade intentions to use decreased in three of the five categories (cigarettes, marijuana, and other illegal drugs), and total intentions to use decreased in two of the categories (alcohol and marijuana). There were no significant increases in students' intentions to use substances since the last survey.

Table 20

Percentage of Youth with Intention to Use ATODs

Question	Grade 8			Grade 10			Grade 12			Total		
	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006
Smoke Cigarettes	7.1	7.4	7.5	9.8	9.8	9.5	11.6	11.9	10.9	9.4	9.7	9.1
Use Smokeless Tobacco	3.1	3.4	4.0	4.4	5.9	6.6	6.2	7.1	7.9	4.5	5.4	6.0
Drink Alcohol	52.7	55.0	53.6	67.3	69.7	69.0	73.9	77.2	76.3	64.2	67.2	65.2
Smoke Marijuana	10.0	9.0	7.2	17.5	16.0	15.6	18.2	18.4	16.6	15.2	14.4	12.7
Use Illegal Drugs	1.9	1.6	1.0	3.0	2.5	2.3	3.6	3.6	2.6	2.8	2.5	1.9

Figure 20


Intention to Use ATODs
2002
2004
2006
Percent of students who indicated that they intended to use the following substances when they were adults
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
Grade 8
Grade 10
Grade 12
Total
Smoke Cigarettes
Drink Alcohol
Smoke Marijuana
Use Smokeless Tobacco
Use Other Drugs

Multiple Drug Use

The percentage of youth who use various substances individually and in combination with other substances is shown in Table 21. "Any substance" is defined as using one or more of the 12 substances measured by the survey. The percentage of students in grade 12 who used at least one substance in the 30 days prior to completing the survey was 64.1%. The categories of alcohol, marijuana, and tobacco are contained in other tables in this report, but are shown here for reference. While use rates typically increase with increased grade level, for many substances, there is a greater increase in the use rates from the 8th grade to the 10th grade (as many youth transition to high school) than there is from the 10th grade to the 12th grade. These findings indicate that efforts to prevent substance use must start before middle school and junior high and include booster sessions during these years to help prevent the increase in drug use as students move into high school.

Many of the individuals who use marijuana also use alcohol. For example, the total percentage using marijuana in the past 30 days is 14.6% and those using alcohol and marijuana in the past 30 days is 12.1%. Thus only 2.5% of students used marijuana but not alcohol in the past 30 days.

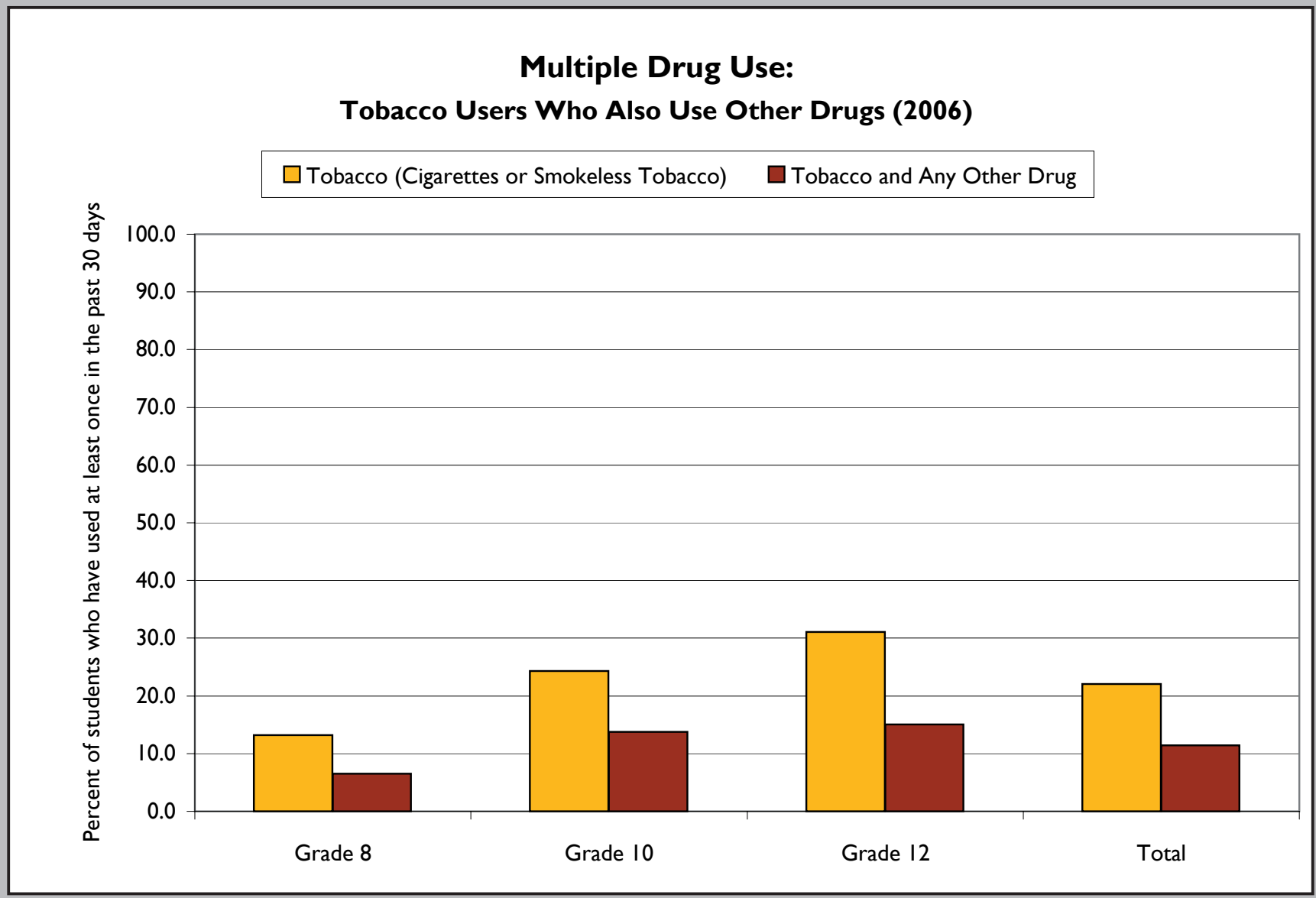
A review of tobacco use and any drug use (not including tobacco) during the past 30 days (displayed in Figure 21) shows that nearly one-half of the youth who use tobacco also use an illegal drug (22.1% tobacco use compared to 11.4% tobacco and any drug use).

Table 21

Percentage Using Multiple Drugs in the Past 30 Days (2006)

Drugs Used in Past 30 Days	School Grade			
	Grade 8	Grade 10	Grade 12	Total
Any Substance	35.9	52.5	64.1	50.0
Alcohol	23.3	40.7	53.8	37.9
Cigarettes	10.4	18.9	24.4	17.3
Smokeless Tobacco	4.9	10.5	13.7	9.3
Tobacco (cig. or smokeless)	13.2	24.3	31.1	22.1
Marijuana	6.7	18.3	20.8	14.6
Tobacco and Alcohol	8.6	18.5	25.6	16.8
Tobacco and Marijuana	4.4	11.5	13.0	9.2
Alcohol and Marijuana	5.0	14.9	18.3	12.1
Marijuana and Tobacco and Alcohol (all three)	3.7	9.6	12.0	8.0
Alcohol and Any Other Drug	8.7	18.6	22.2	15.9
Alcohol and Any 1 Other Drug	5.2	12.1	15.0	10.3
Alcohol and Any 2 Other Drugs	1.8	3.3	3.5	2.8
Tobacco and Any Other Drug	6.6	13.8	15.0	11.4
Tobacco and Any 1 Other Drug	3.6	8.7	9.5	7.0
Tobacco and Any 2 Other Drugs	1.5	2.6	2.7	2.2

Figure 21


Multiple Drug Use:
Tobacco Users Who Also Use Other Drugs (2006)
Tobacco (Cigarettes or Smokeless Tobacco)
Tobacco and Any Other Drug
Percent of students who have used at least once in the past 30 days
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
Grade 8
Grade 10
Grade 12
Total

Perceived Harmfulness

When students perceive that a substance is harmful, they are less likely to use it. The PNA Survey asked students, "How much do you think people risk harming themselves (physically or in other ways) if they" smoked cigarettes heavily, tried marijuana, smoked marijuana regularly, use smokeless tobacco, drank alcohol regularly, or used methamphetamines. Response categories were that the previously named substance categories placed them at "No Risk," "Slight Risk," "Moderate Risk," or "Great Risk." Perceived harmfulness is a measure of the students who indicated that using certain substances places people at "Great Risk" for health and other problems. Results are presented in Table 22 and Figure 22.

For each grade, the highest perceived harmfulness was for using methamphetamines (92.6% in the 8th grade, 93.3% in the 10th grade, and 93.1% in the 12th grade perceived "Great Risk"). For the 8th grade, the second highest perceived harmfulness was for smoking marijuana regularly (74.0% perceived "Great Risk"). For students in grades 10 and 12, the second highest perceived harmfulness was in heavy cigarette smoking (70.8% perceived "Great Risk" in grade 10, 72.6% perceived "Great Risk" in grade 12). The least perceived harmfulness in the 8th grade was for regular alcohol use (27.3% for grade 8), and the least perceived harmfulness for the 10th and 12th grades was for trying marijuana once or twice (24.2% for the 10th grade and 19.5% for the 12th grade).

In all grades (8, 10, and 12), Montana survey participants perceived a greater risk than MTF survey participants in trying marijuana once or twice. In grade 8, 9.4% more students in Montana than in the national sample perceived "Great risk" in trying marijuana once or twice. In grade 10, 1.9% more Montana students perceived great risk in trying marijuana, and in grade 12, 3.4% more students in Montana perceived great risk in trying marijuana. For perceived harmfulness of smoking marijuana regularly, however, 12.1% fewer 10th grade Montana youth and 12.0% fewer 12th grade Montana youth indicated perceived great risk than students in the same grades in the national sample.

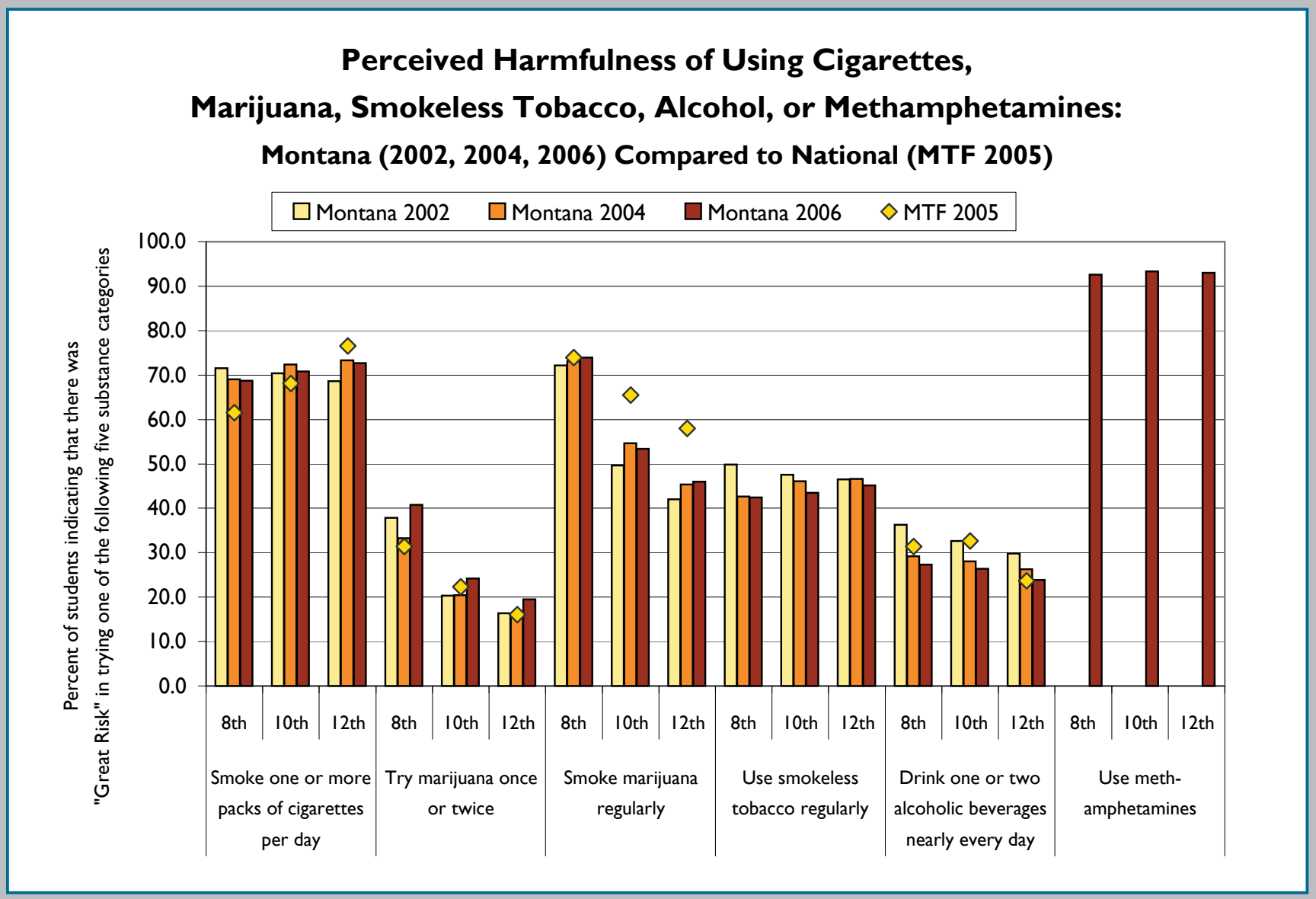
Since the 2004 survey, students' perceived harmfulness of trying marijuana once or twice increased 7.5% in the 8th grade, 3.8% in the 10th grade, and 3.8% in the 12th grade. However, students' perceived harmfulness of drinking alcohol regularly decreased 1.9% for the 8th grade, 1.7% for the 10th grade, and 2.3% for the 12th grade.

Table 22

Percentage of Montana and Monitoring the Future (2005) Respondents Who Perceive that Using the Five Categories of Substances Places People at "Great Risk"

Question	Montana Grade 8			Grade 8 MTF 2005	Montana Grade 10			Grade 10 MTF 2005	Montana Grade 12			Grade 12 MTF 2005	Montana Total		
	2002	2004	2006		2002	2004	2006		2002	2004	2006		2002	2004	2006
Smoke one or more packs of cigarettes per day	71.5	69.1	68.7	61.5	70.4	72.4	70.8	68.1	68.6	73.3	72.7	76.5	70.3	71.6	70.5
Try marijuana once or twice	37.8	33.3	40.8	31.4	20.3	20.4	24.2	22.3	16.4	15.7	19.5	16.1	25.2	23.2	29.1
Smoke marijuana regularly	72.2	73.1	74.0	73.9	49.6	54.6	53.4	65.5	42.0	45.3	46.0	58.0	55.1	57.8	59.0
Use smokeless tobacco regularly	49.8	42.7	42.5	40.8	47.6	46.1	43.5	46.1	46.5	46.6	45.2	43.6	48.0	45.1	43.6
Drink one or two alcoholic beverages nearly every day	36.3	29.2	27.3	31.4	32.6	28.0	26.4	32.6	29.8	26.2	23.9	23.7	33.0	27.9	26.0
Use Methamphetamines	N/A	N/A	92.6	N/A	N/A	N/A	93.3	N/A	N/A	N/A	93.1	N/A	N/A	N/A	93.0

Figure 22


Perceived Harmfulness of Using Cigarettes,
Marijuana, Smokeless Tobacco, Alcohol, or Methamphetamines:
Montana (2002, 2004, 2006) Compared to National (MTF 2005)
Montana 2002
Montana 2004
Montana 2006
MTF 2005
Percent of students indicating that there was "Great Risk" in trying one of the following five substance categories
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
8th
10th
12th
Smoke one or more packs of cigarettes per day
Try marijuana once or twice
Smoke marijuana regularly
Use smokeless tobacco regularly
Drink one or two alcoholic beverages nearly every day
Use meth-amphetamines

Perceived Availability

Availability of ATODs has been linked to substance abuse and violence. On the survey questionnaire, a question asked if the participant wanted to get cigarettes, alcoholic beverage, marijuana, methamphetamines, or other drugs (cocaine, LSD, or amphetamines) "how easy would it be to get some." The response choices were, "Very Hard," "Sort of Hard," "Sort of Easy," and "Very Easy." Table 23 contains the percentage of youth who reported that it was "Sort of Easy" or "Very Easy" to get the substances.

Perceived availability increases with increased grade level. For example, while only 56.1% of 8th graders perceived alcohol as being easy to get, 84.7% of 12th graders perceived alcohol as being easy to get. By grade 10, a majority of youth also perceived cigarettes and marijuana as being easy to get, and 27.3% of Montana 12th grade students perceived illicit drugs as being easy to get. The substance that students perceived as most easy to get is alcohol, with 71.8% of all Montana students having the perception that alcohol is easy to get. Further, a question regarding the perceived availability of methamphetamines was added to the 2006 Montana PNA. The 2006 survey showed that 11.3% of 8th graders, 23.3% of 10th graders, 30.4% of 12th graders, and 20.9% of all students perceived methamphetamines as being "Very easy" or "Sort of easy" to get.

The results reveal that Montana survey participants do not perceive any type of drug as being as easy to get as do the youth from the national sample (MTF comparisons for perceived availability of methamphetamines and other drugs are not available). In all categories, and for all grades, there is a 5.5% to 15.0% difference in perceived availability between Montana results and national results. This difference is illustrated in Figure 23, which looks at the perceived availability of students in grades 8, 10, and 12 in the Montana and national surveys.

Since the 2004 survey, there have been significant decreases in the perceived availability of alcohol and marijuana in all grades. Perceived availability of alcohol decreased 1.0% to 1.7% in each grade since the 2004 survey, while perceived availability of marijuana decreased 4.1% to 6.6% in each grade since 2004. Eighth and 10th grade rates of perceived availability of cigarettes and other drugs also significantly decreased since the last survey.

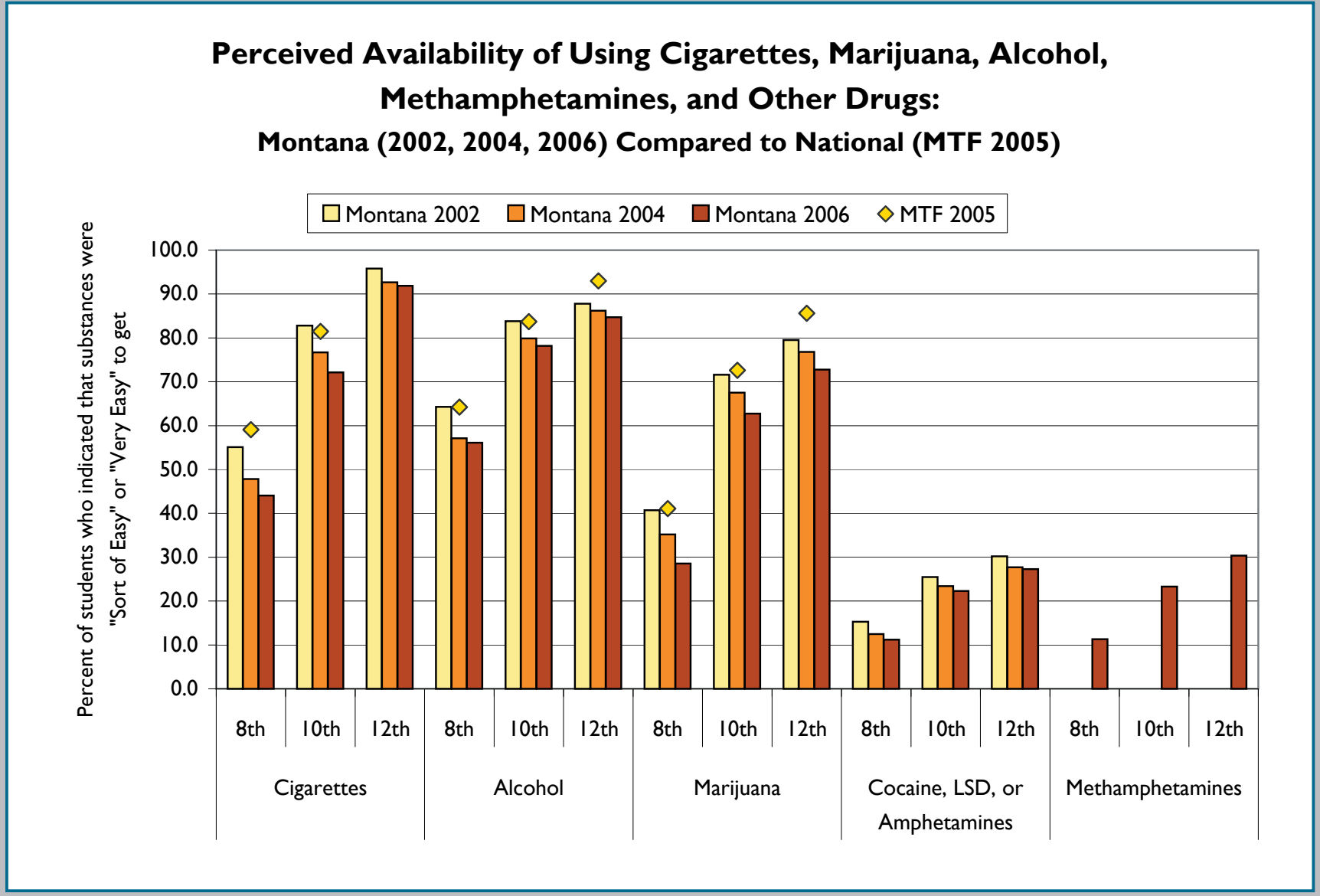
In all grades and all categories, perceived availability has been steadily decreasing over the past three survey administrations. Since the 2002 survey administration, perceived availability of cigarettes has decreased 10.0%; perceived availability of alcohol has decreased 6.6%; perceived availability of marijuana has decreased 10.5%; and perceived availability of cocaine, LSD, and amphetamines has decreased 3.9%.

Table 23

Percentage of Montana and Monitoring the Future (2005) Respondents Who Perceive the Five Substances as "Sort of Easy" or "Very Easy" to Get

Question	Montana Grade 8			Grade 8 MTF 2005	Montana Grade 10			Grade 10 MTF 2005	Montana Grade 12			Grade 12 MTF 2005	Montana Total		
	2002	2004	2006		2002	2004	2006		2002	2004	2006		2002	2004	2006
Cigarettes	55.1	47.8	44.1	59.1	82.8	76.7	72.1	81.5	95.8	92.7	91.9	N/A	77.3	72.6	67.3
Alcoholic beverage	64.3	57.1	56.1	64.2	83.8	79.9	78.2	83.7	87.8	86.2	84.7	93.0	78.4	74.4	71.8
Marijuana	40.7	35.2	28.6	41.1	71.6	67.5	62.7	72.6	79.5	76.8	72.7	85.6	63.4	60.0	52.9
Cocaine, LSD, or Amphetamines	15.3	12.5	11.2	N/A	25.5	23.4	22.3	N/A	30.2	27.7	27.3	N/A	23.5	21.2	19.6
Methamphetamines	N/A	N/A	11.3	N/A	N/A	N/A	23.3	N/A	N/A	N/A	30.4	N/A	N/A	N/A	20.9

Figure 23


Perceived Availability of Using Cigarettes, Marijuana, Alcohol, Methamphetamines, and Other Drugs:
Montana (2002, 2004, 2006) Compared to National (MTF 2005)
Montana 2002
Montana 2004
Montana 2006
MTF 2005
Percent of students who indicated that substances were "Sort of Easy" or "Very Easy" to get
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
8th
10th
12th
Cigarettes
Alcohol
Marijuana
Cocaine, LSD, or Amphetamines
Methamphetamines

Section 4: Antisocial Behaviors and Additional Results

Heavy Substance Use and Other Antisocial Behavior by Grade and Gender

For Montana's youth, the antisocial behavior with the highest rate was for binge drinking (24.8% of students reporting consuming more than five drinks in a row at least once in the past two weeks). Other antisocial behaviors that a high percentage of students participated in at least once in the past year were being at school while drunk or high (19.6% of students) and being suspended from school (10.4% of students). The behavior that the fewest students participated in was smoking a half pack of cigarettes or more per day (1.0% of students).

In looking at the results by grade, students in the 8th grade had the highest rates of being suspended from school (12.2%) and stealing a vehicle (3.8%). Tenth grade students had the highest rate of reported arrest (8.7%). Twelfth grade students had the highest rates of binge drinking (37.9%), smoking a pack or more of cigarettes per day (1.7%), being drunk or high at school (27.7%), and selling illegal drugs (10.2%).

The results also show an interesting correlation between binge drinking and past-month alcohol use. In comparing 30-day ATOD use in Table 15 (page 33) to Table 24, 37.9% of all students used alcohol in the past 30 days, while 24.8% of all students reported binge drinking in the past two weeks. Similar results are seen for each grade, with the binge drinking rate being over half the 30-day alcohol rate. Such findings indicate that a majority of the students who do drink are drinking heavily, as well over half of the students who reported having used in the past month also reported binge drinking in the past two weeks.

Male-female differences extend to heavy use of alcohol and tobacco and antisocial behavior. In dealing with these antisocial behaviors, gender differences are more marked than with 30-day or lifetime ATOD use. Figure 24 and Table 24 show that males in all grades engage in nearly all behaviors more than females. For the total student population, male rates of all antisocial behaviors are 0.8% to 7.5% higher than for females. Male-female differences are especially greater with school suspensions (males report rates 6.6% to 8.8% higher than females in each grade), selling illegal drugs (male rates are 1.4% to 7.0% higher than female rates in each grade), and getting arrested (male rates are 2.5% to 6.4% higher in each grade). The only occurrence of females indicating a higher rate of engaging in the behavior was for 8th grade reports of binge drinking, in which 13.9% of females and 12.4% of males indicated heavy alcohol use, and being drunk or high at school, in which 10.9% of females and 8.3% of males indicated engaging in the behavior.

Since the 2002 survey, total rates of antisocial behaviors were relatively unchanged. When looking at the results since the 2002 survey, we can see positive decreases in smoking a half a pack of cigarettes or more per day; the rate was 1.8% in 2002, 1.5% in 2004, and 1.0% in 2006.

Figure 24

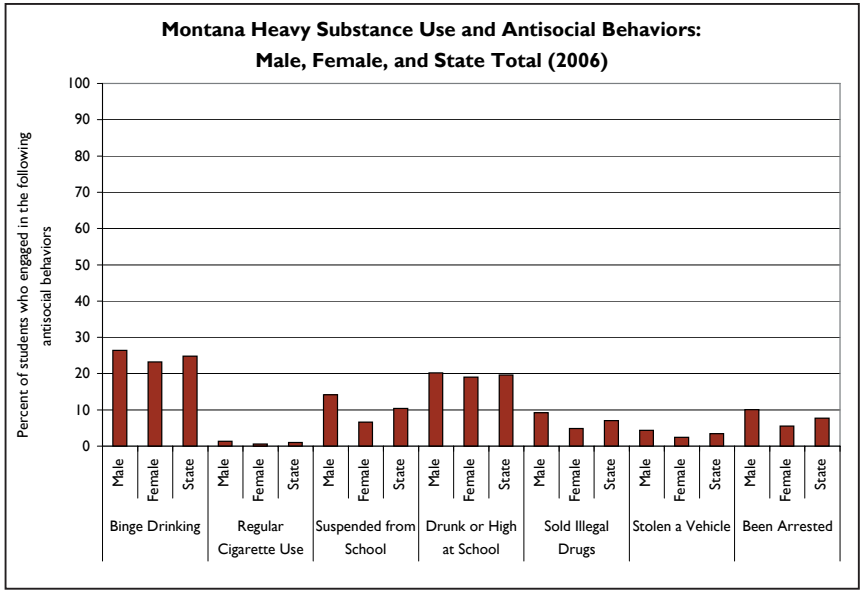


Table 24

Percentage of Males, Females, and the State Total Who Engaged in Heavy Substance Use and Antisocial Behavior																		
Drug Used / Antisocial Behavior	Grade 8									Grade 10								
	Male			Female			State			Male			Female			State		
	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006
Binge Drinking (Past two weeks)	17.3	16.8	12.4	16.6	15.4	13.9	17.0	16.2	13.3	34.1	34.1	28.3	28.0	30.3	25.4	31.1	32.3	26.9
Smoking a Half a Pack of Cigarettes or More per Day	1.1	0.5	0.6	0.6	0.3	0.4	0.9	0.4	0.5	1.6	1.4	1.3	1.8	0.9	0.5	1.7	1.2	0.9
Suspended from School (Past year)	14.1	16.3	16.7	7.1	6.7	7.9	10.7	11.4	12.2	12.9	12.9	14.1	6.9	6.5	7.1	9.9	9.8	10.7
Drunk or High at School (Past year)	11.9	9.9	8.3	11.7	11.4	10.9	11.8	10.7	9.7	26.5	25.2	24.3	24.7	24.7	23.4	25.6	25.0	24.0
Sold Illegal Drugs (Past year)	5.2	4.3	3.6	3.2	2.7	2.3	4.2	3.5	2.9	13.7	12.1	11.4	8.1	7.5	6.2	10.9	9.8	8.9
Stolen a Vehicle (Past year)	4.4	4.8	4.4	3.9	3.7	3.2	4.2	4.3	3.8	4.7	5.1	5.0	2.6	2.9	2.4	3.7	4.0	3.7
Been Arrested (Past year)	7.7	8.5	7.9	5.0	4.6	5.4	6.4	6.6	6.6	11.2	10.9	11.3	6.5	6.8	6.1	8.8	8.9	8.7
Drug Used / Antisocial Behavior	Grade 12									Total								
	Male			Female			State			Male			Female			State		
	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006
Binge Drinking (Past two weeks)	48.1	50.7	42.2	34.3	38.3	33.5	41.1	44.4	37.9	32.4	33.6	26.4	26.0	27.7	23.2	29.2	30.7	24.8
Smoking a Half a Pack of Cigarettes or More per Day	3.5	3.4	2.3	2.4	2.5	1.0	2.9	2.9	1.8	2.0	1.7	1.4	1.6	1.2	0.6	1.8	1.5	1.0
Suspended from School (Past year)	11.8	11.7	11.0	3.6	4.1	4.3	7.6	7.9	7.7	13.0	13.6	14.2	6.0	5.8	6.6	9.5	9.8	10.4
Drunk or High at School (Past year)	34.1	34.9	30.5	25.0	24.9	24.8	29.5	29.8	27.7	23.6	23.2	20.2	20.3	20.3	19.0	22.0	21.7	19.6
Sold Illegal Drugs (Past year)	15.8	15.3	13.6	7.0	7.6	6.6	11.4	11.4	10.2	11.3	10.5	9.2	6.1	5.9	4.8	8.7	8.2	7.0
Stolen a Vehicle (Past year)	3.0	2.5	3.7	0.8	0.9	1.5	1.9	1.8	2.6	4.1	4.2	4.4	2.5	2.6	2.5	3.3	3.4	3.4
Been Arrested (Past year)	11.2	11.2	11.4	4.7	5.7	5.0	7.9	8.4	8.2	10.0	10.2	10.1	5.4	5.7	5.5	7.7	8.0	7.7

Handguns

The issue of youth carrying handguns is becoming a serious concern in communities, schools, and families. The survey has several questions about youth involvement with handguns and attitudes towards them, and Table 25 lists the questions concerning possession of handguns by grade.

It is clear that responses to most of the questions show a low percentage of students carry handguns or take them to school. However, with such subject matter, even low percentages should be taken seriously by schools and communities. For example, 0.9% of the students surveyed report having taken a handgun to school in the past 12 months. In regards to carrying a handgun in general, 7.9% of students report carrying a handgun in the past 12 months, and 8.6% report carrying a handgun in their lifetime. Further, many students believe that they wouldn't be caught by their parents (22.2%) or by the cops (53.6%) if they carried a handgun. On a more positive note, however, only 3.8% of students think that they would be seen as cool if they carried a handgun. Most students (64.3%) also perceived that it would be difficult to get a handgun if they wanted one.

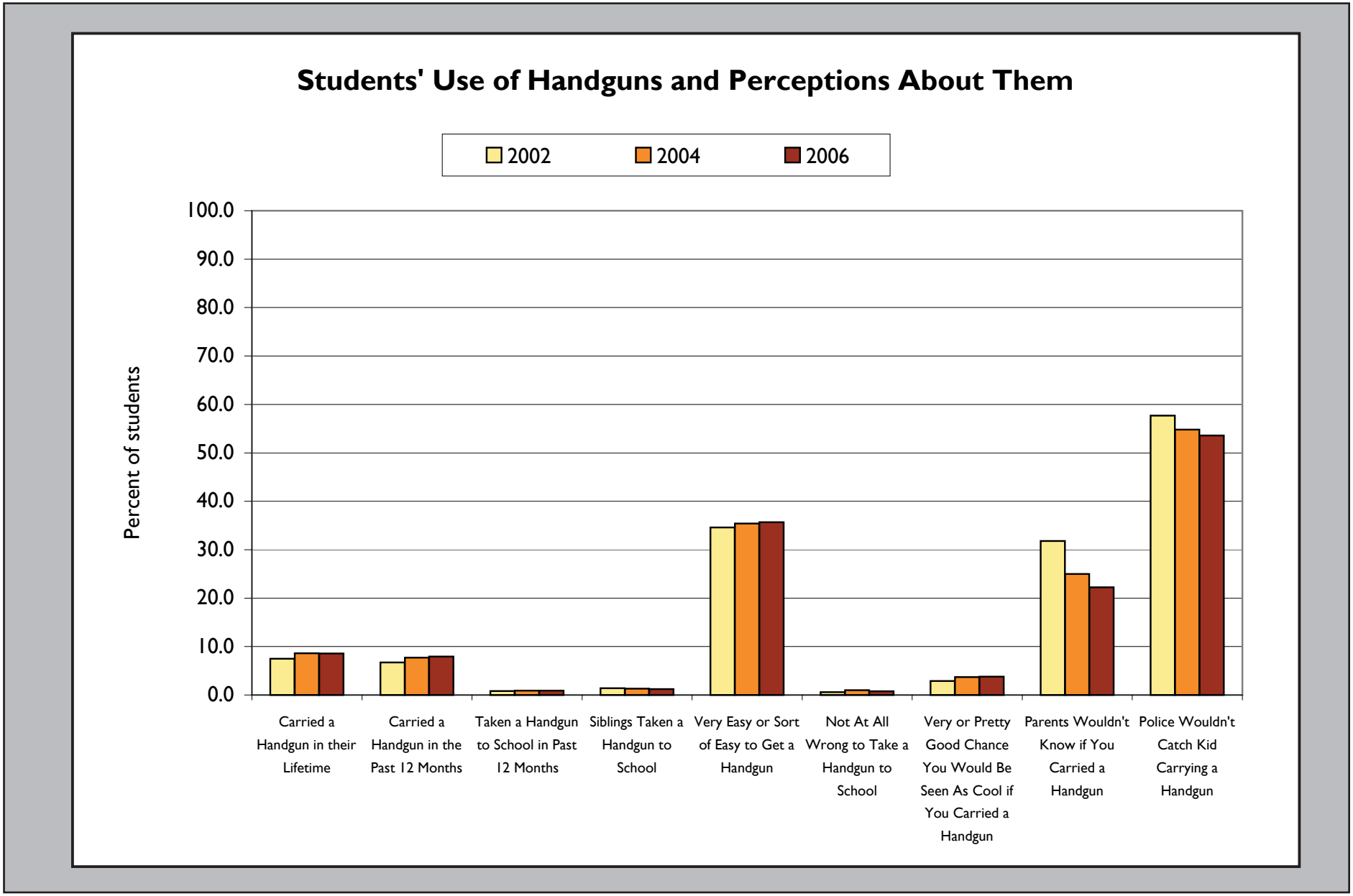
When looking at the results by grade, 10th graders reported the highest rate of carrying a handgun to school in the past 12 months (1.3%) and 12th graders had the highest rates of reporting that they carried a handgun in their lifetime (9.9%), reporting that they carried a handgun in the past 12 months (8.5%), reporting that siblings had taken a gun to school (1.5%), believing that it was very easy or sort of easy to get a handgun (44.4%), believing they wouldn't be caught by their parents if they carried a handgun (33.0%), believing that it is not at all wrong to take a handgun to school (1.0%), believing that it would be easy to get a handgun (44.4%), believing that the police wouldn't catch them if they carried a handgun (64.3%), and believing that their parents wouldn't catch them if they carried a handgun (33.0%).

Table 25 and Figure 25 also compare results from the 2002, 2004, and 2006 surveys. Since the 2004 survey, rates of handgun carry and issues revolving around handguns are relatively unchanged with increases or decreases of less than 1% for the state total (grades, 8, 10, and 12 combined) responses to each question. However, there have been some significant changes in looking at data gathered through the past three survey administrations. In the 8th, 10th, and 12th grades, rates have decreased since 2002 for the perception that parents wouldn't catch them with a handgun (8.5% to 9.7% decreases in each grade) and for the perception that police wouldn't catch them with a handgun (decreases of 1.2% to 5.5% in each grade). Tenth and 12th grade reports of carrying a handgun in their lifetime, carrying a handgun in the past year, and believing that it would be very easy or sort of easy to get a handgun increased 1.6% to 3.2% since 2002.

Table 25 Total Percentage of Youth Who Responded to Questions About Handguns

	8th Grade			10th Grade			12th Grade			Total		
	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006
Carried a Handgun in their Lifetime	7.8	8.5	7.6	7.0	8.3	8.6	7.7	8.9	9.9	7.5	8.6	8.6
Carried a Handgun in the Past 12 Months	6.9	8.1	7.1	6.5	7.4	8.3	6.5	7.6	8.5	6.7	7.7	7.9
Taken a Handgun to School in Past 12 Months	0.6	0.8	0.6	0.9	1.1	1.3	0.8	0.9	0.9	0.8	0.9	0.9
Siblings Taken a Handgun to School	1.3	1.3	0.9	1.6	1.5	1.4	1.4	1.2	1.5	1.4	1.3	1.2
Very Easy or Sort of Easy to Get a Handgun	28.8	27.5	28.1	34.4	35.9	36.7	41.2	43.2	44.4	34.6	35.4	35.7
Not At All Wrong to Take a Handgun to School	0.6	0.8	0.5	0.7	1.0	0.9	0.6	1.2	1.0	0.6	1.0	0.8
Very or Pretty Good Chance You Would Be Seen As Cool if You Carried a Handgun	3.7	4.6	3.7	2.8	3.3	3.7	2.1	3.0	4.0	2.9	3.7	3.8
Parents Wouldn't Know if You Carried a Handgun	22.3	14.6	12.6	31.9	26.6	23.4	41.8	33.3	33.0	31.8	25.0	22.2
Police Wouldn't Catch Kid Carrying a Handgun	46.9	43.3	41.4	61.6	59.1	57.9	65.5	61.9	64.3	57.7	54.8	53.6

Figure 25


Students' Use of Handguns and Perceptions About Them
2002
2004
2006
Percent of students
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
Carried a Handgun in their Lifetime
Carried a Handgun in the Past 12 Months
Taken a Handgun to School in Past 12 Months
Siblings Taken a Handgun to School
Very Easy or Sort of Easy to Get a Handgun
Not At All Wrong to Take a Handgun to School
Very or Pretty Good Chance You Would Be Seen As Cool if You Carried a Handgun
Parents Wouldn't Know if You Carried a Handgun
Police Wouldn't Catch Kid Carrying a Handgun

The issue of youth violence is also becoming a problem for communities, schools, and families. The Montana PNA Survey also asked several questions about youths' violent behaviors and attitudes towards violence.

A review of the responses in Table 26 reveals that 16.7% of Montana students reported that they have attacked someone with the idea of seriously hurting them at some point in their lifetime, and 13.1% of students reported that they have attacked someone in the past 12 months. Though these results show that violent students are the minority, there's no denying that there are many youth in Montana who believe that violence is an acceptable way to resolve problems and are willing to hurt or harass another person.

When looking at the results by grade, 8th graders had the highest rates of attacking someone to seriously hurt them in the past year (14.8%), of not feeling safe at their school (15.8%), and of reporting that they have ever belonged to a gang (10.0%). Tenth graders had the highest rates of attacking someone in their lifetime (17.4%) and of believing it wasn't at all wrong to attack someone to seriously hurt them (3.8%). Twelfth graders had the highest rates of believing that it was all right to beat someone up if they start the fight (53.1%). Students who engage in antisocial behaviors and use ATODs are more likely to drop out of school than students who don't. The peak of violent behavior in the 8th and 10th grades could possibly be attributed to violent youth dropping out of school before the 12th grade.

In comparing the 2006 results to the 2004 results, Table 26 shows that the rate of attacking someone to hurt them in their lifetime decreased 1.5% for the 10th grade, 1.5% for the 12th grade, and 1.1% for all three grades combined since the 2004 survey. Students' beliefs that they did not feel safe at school decreased 1.0% for the 8th grade and 1.9% for the 10th grade since the 2004 survey.

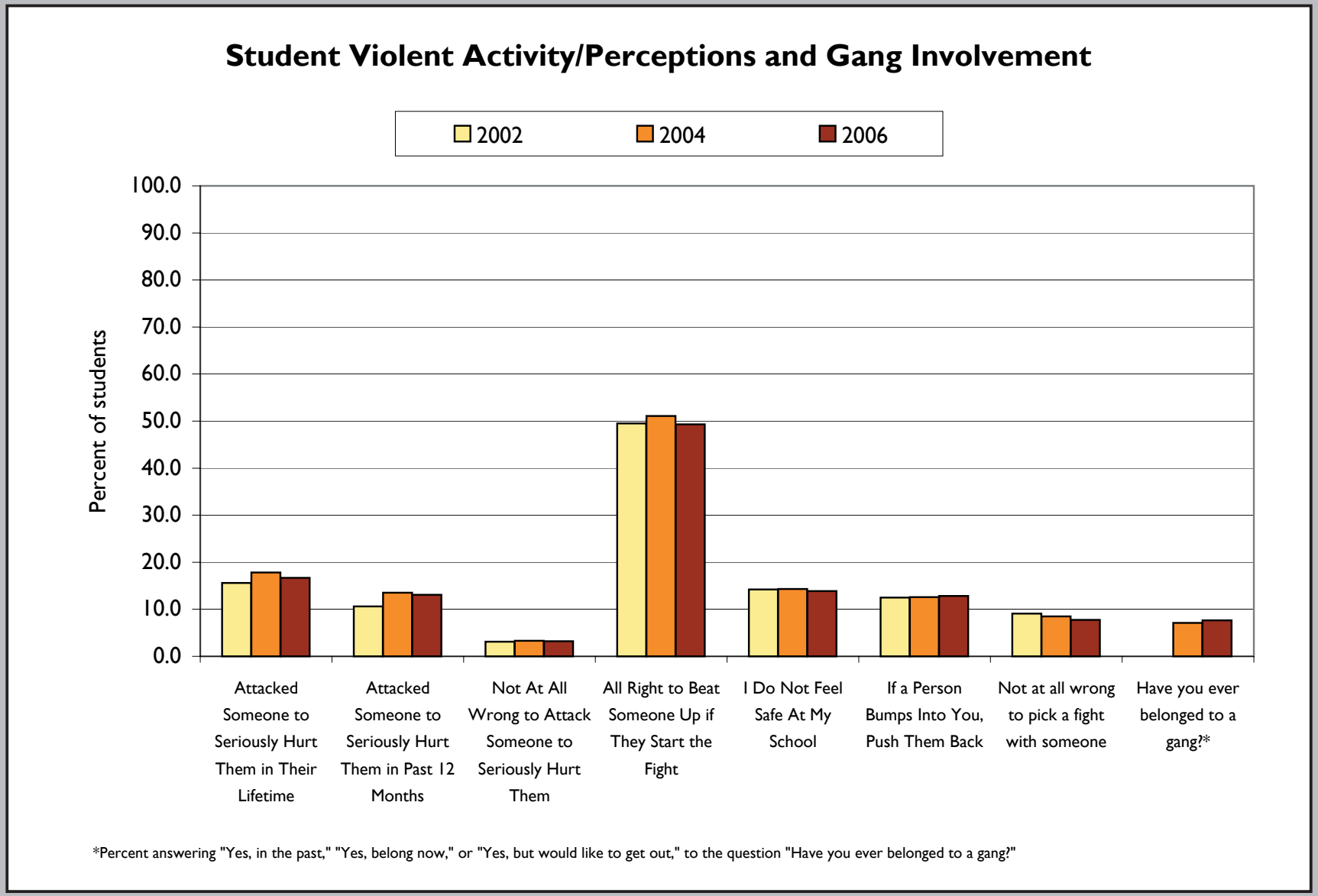
As many of these antisocial behaviors and positive attitudes towards violence begin and peak in the earlier grades, it appears that elementary and junior high school aged children should be the target group for antisocial behavior prevention programs.

Table 26

Total Percentage of Youth Who Responded to Questions About Violence and Gangs

	8th Grade			10th Grade			12th Grade			Total		
	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006
Attacked Someone to Seriously Hurt Them in Their Lifetime	14.9	16.8	16.6	16.4	18.9	17.4	15.5	17.5	16.0	15.6	17.8	16.7
Attacked Someone to Seriously Hurt Them in Past 12 Months	12.1	14.8	14.8	11.0	14.4	13.5	8.3	11.2	10.4	10.6	13.5	13.1
Not At All Wrong to Attack Someone to Seriously Hurt Them	2.9	3.5	2.9	4.0	3.6	3.8	2.5	2.9	2.9	3.1	3.3	3.2
All Right to Beat Someone Up if They Start the Fight	45.6	46.8	44.5	52.6	54.0	51.6	50.2	52.4	53.1	49.5	51.1	49.3
I Do Not Feel Safe At My School	17.7	16.8	15.8	14.4	16.4	14.5	10.0	9.4	10.4	14.2	14.3	13.9
If a Person Bumps Into You, Push Them Back	12.5	12.3	12.5	13.4	13.6	13.6	11.4	11.8	12.3	12.5	12.6	12.8
Not at all wrong to pick a fight with someone	10.5	9.5	8.2	9.7	8.8	8.2	6.7	7.1	6.4	9.1	8.5	7.7
Have you ever belonged to a gang? (Percent answering "Yes, in the past," "Yes, belong now," or "Yes, but would like to get out," to the question" Have you ever belonged to a gang?") Question asked differently in 2002 and is left out of this report's analysis.	N/A	9.8	10.0	N/A	6.8	7.0	N/A	4.8	5.1	N/A	7.1	7.6

Figure 26


Student Violent Activity/Perceptions and Gang Involvement
2002
2004
2006
Percent of students
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
Attacked Someone to Seriously Hurt Them in Their Lifetime
Attacked Someone to Seriously Hurt Them in Past 12 Months
Not At All Wrong to Attack Someone to Seriously Hurt Them
All Right to Beat Someone Up if They Start the Fight
I Do Not Feel Safe At My School
If a Person Bumps Into You, Push Them Back
Not at all wrong to pick a fight with someone
Have you ever belonged to a gang?*
*Percent answering "Yes, in the past," "Yes, belong now," or "Yes, but would like to get out," to the question "Have you ever belonged to a gang?"

School Achievement and Substance Use

Table 27 and Figure 27 show a clear relationship between substance use and school grades. Of the students who report getting better grades, fewer have tried ATODs and fewer are currently using ATODs than those who report poorer grades. Compared to students making A's, failing ("D" or "F") students indicated use rates that were 22.9% higher for lifetime alcohol use, 23.1% higher for 30-day alcohol use, 46.1% higher for lifetime cigarette use, 35.3% higher for lifetime marijuana use, and 24.4% higher for 30-day marijuana use.

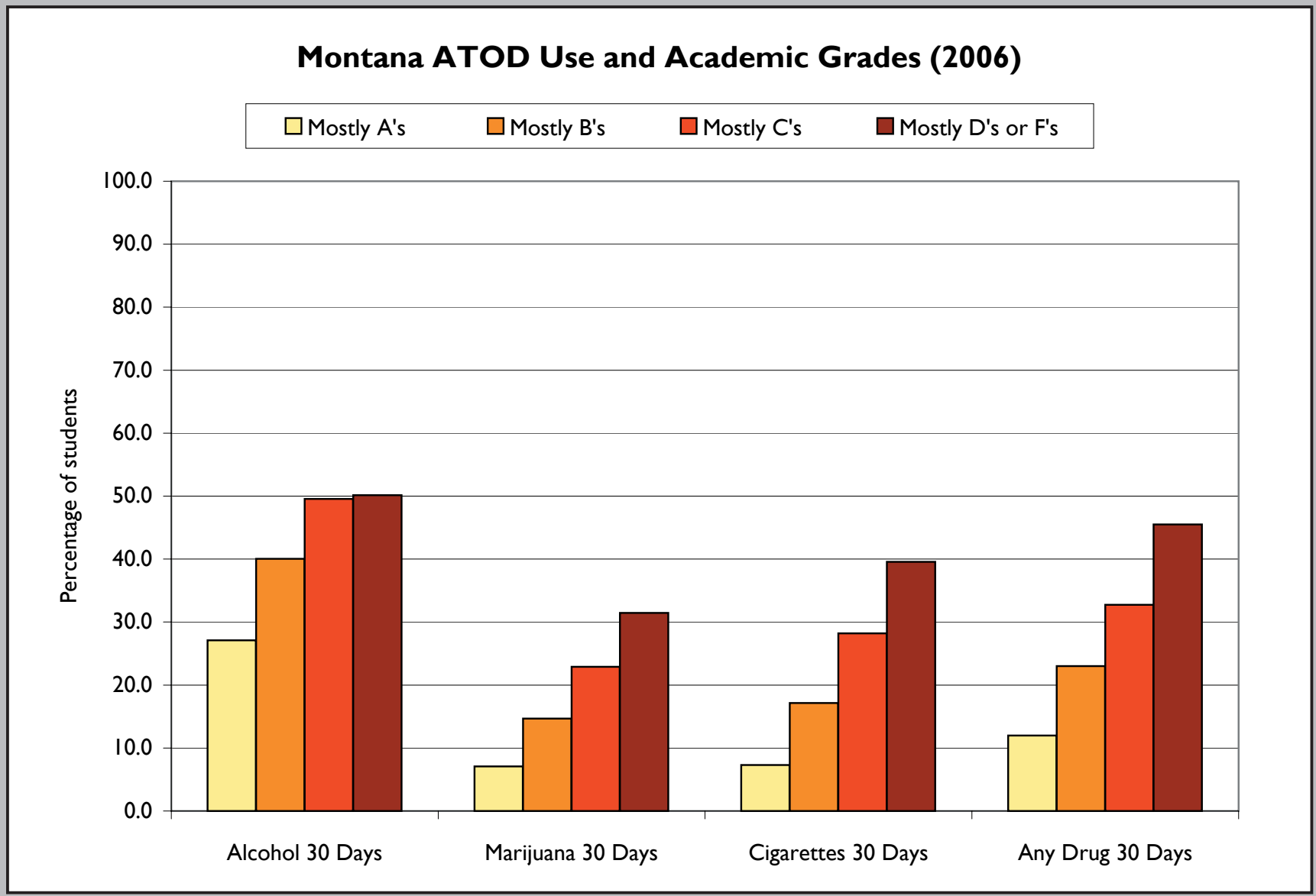
Obviously, the students getting A's are more invested in the education process and more bonded to school. The challenge of prevention programs is to develop methods of keeping all students interested in learning and feeling attached to school. A survey of 1,000 youth on probation in Utah found that even though the probationers received poor grades and were often suspended from school, they still believed that education was important. Thus, many youth with lower grades have not given up on school and the education process, but are not able to succeed in a traditional school setting.

Table 27

Percentage Using ATODs by Academic Performance (2006)

Drugs Used	Academic Grades			
	Mostly A's	Mostly B's	Mostly C's	Mostly D's or F's
Alcohol Lifetime	56.3	70.2	78.5	79.2
Alcohol 30 Days	27.1	40.0	49.5	50.1
Marijuana Lifetime	18.5	31.5	44.6	53.8
Marijuana 30 Days	7.1	14.7	22.9	31.5
Cigarettes Lifetime	22.9	42.5	57.4	69.0
Cigarettes 30 Days	7.3	17.2	28.2	39.6
Any Drug Lifetime	28.9	46.4	60.0	68.4
Any Drug 30 Days	12.0	23.0	32.7	45.5

Figure 27


Montana ATOD Use and Academic Grades (2006)
Mostly A's
Mostly B's
Mostly C's
Mostly D's or F's
Percentage of students
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
Alcohol 30 Days
Marijuana 30 Days
Cigarettes 30 Days
Any Drug 30 Days

Parent's Education and Youth Substance Use

Research has shown that one of the best indicators of socioeconomic level is the parent's education. In Table 28 and Figure 28, substance use is presented by parent's education (the highest level of schooling completed by the student's mother or father).

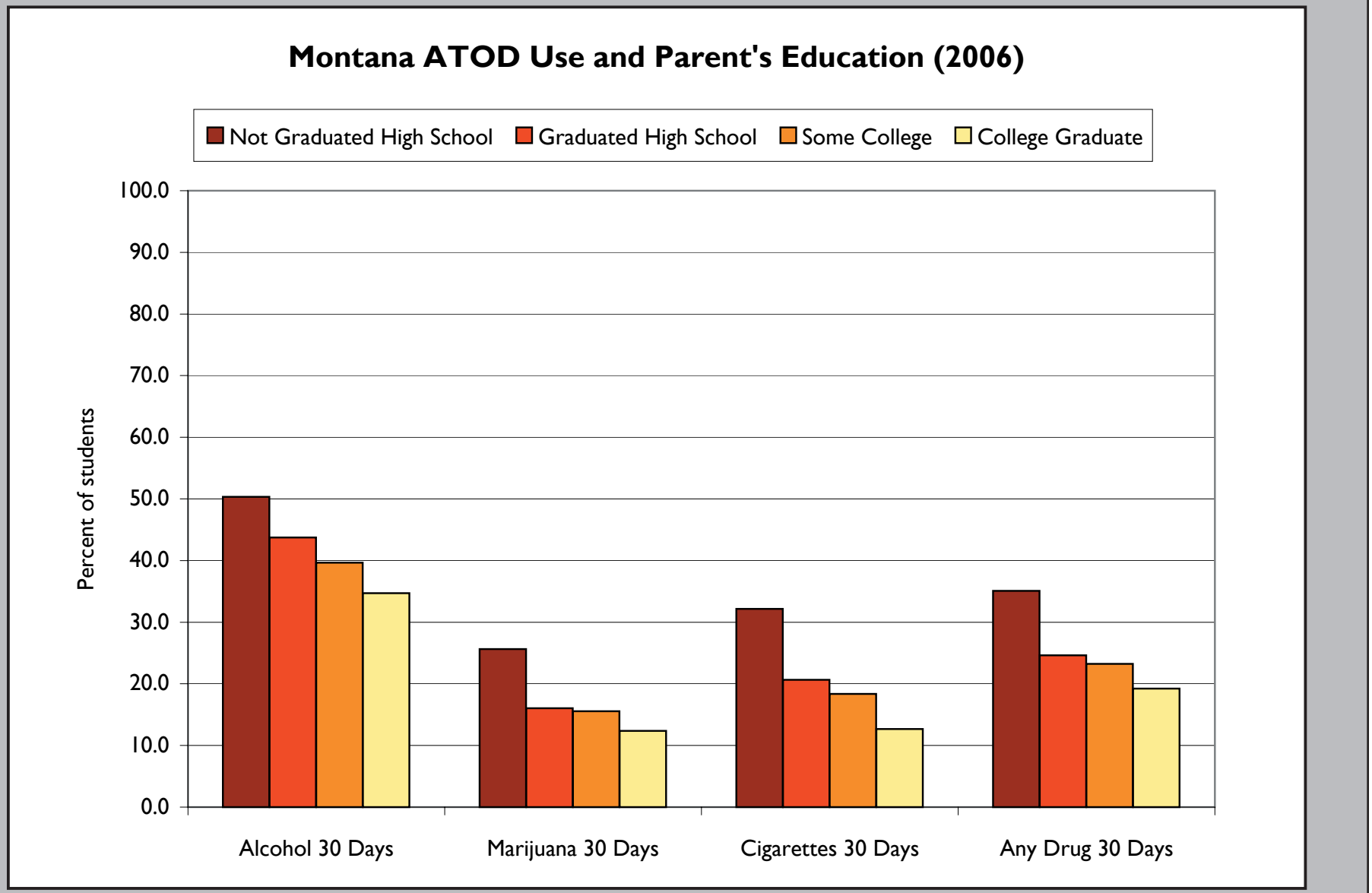
Like academic performance, there is a direct relationship between parent education and drug use, with lower levels of parent education corresponding with higher levels of youth drug use. Comparing youth whose parents did not graduate from high school to those whose parents graduated from college or graduate school shows those whose parents did not graduate high school indicated lifetime use rates that were 17.5% higher for alcohol use, 22.9% higher for marijuana use, and 29.0% higher for cigarette use. As for past month use, students whose parents graduated from high school indicated use rates that were 15.7% higher for past-month alcohol use, 13.3% higher for past-month marijuana use, and 19.5% higher for past-month cigarette use than students whose parents completed college or graduate school. Thus, higher socioeconomic levels appear to be related to less substance use among all categories of drugs.

Table 28

Percentage Using ATODs by Father/Mother's Education (2006)

Drugs Used	Father/Mother's Education			
	Not Graduated High School	Graduated High School	Some College	College or Graduate School Graduate
Alcohol Lifetime	81.0	73.2	70.6	63.5
Alcohol 30 Days	50.4	43.7	39.7	34.7
Marijuana Lifetime	49.7	33.9	34.0	26.8
Marijuana 30 Days	25.6	16.0	15.6	12.4
Cigarettes Lifetime	61.3	48.0	43.1	32.3
Cigarettes 30 Days	32.2	20.7	18.4	12.7
Any Drug Lifetime	61.8	48.4	48.5	39.3
Any Drug 30 Days	35.1	24.6	23.2	19.2

Figure 28


Montana ATOD Use and Parent's Education (2006)
Not Graduated High School
Graduated High School
Some College
College Graduate
Percent of students
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
Alcohol 30 Days
Marijuana 30 Days
Cigarettes 30 Days
Any Drug 30 Days

Marijuana Use in Relation to Perceived Parental Acceptability

When parents have favorable attitudes toward drug use, they influence the attitudes and behavior of their children. For example, parental approval of young people's moderate drinking, even under parental supervision, increases the risk of the young person using marijuana. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent's cigarette or to get the parent a beer, there is an increased likelihood that their children will use drugs in adolescence.

Table 29 and Figure 29 illustrate how even a small amount of perceived parental acceptability can lead to substance use. In the Montana PNA Survey, students were asked how wrong their parents felt it was to use different ATODs. The table to the right displays the percentage of students who have used marijuana in their lifetime and in the past 30 days in relation to their responses about what they perceive as their parents' acceptance of marijuana use.

As can be seen, relatively few students (22.0% lifetime, 8.3% 30-day) whose parents think it is "Very Wrong" to use marijuana actually used the substance. In contrast, when a student believes that their parents agree with use somewhat (i.e., the parent only believes that it is "Wrong" not "Very Wrong") use increases to 63.2% for lifetime use and 32.5% for 30-day use. Rates of use continue to increase as the perceived parental acceptability increases.

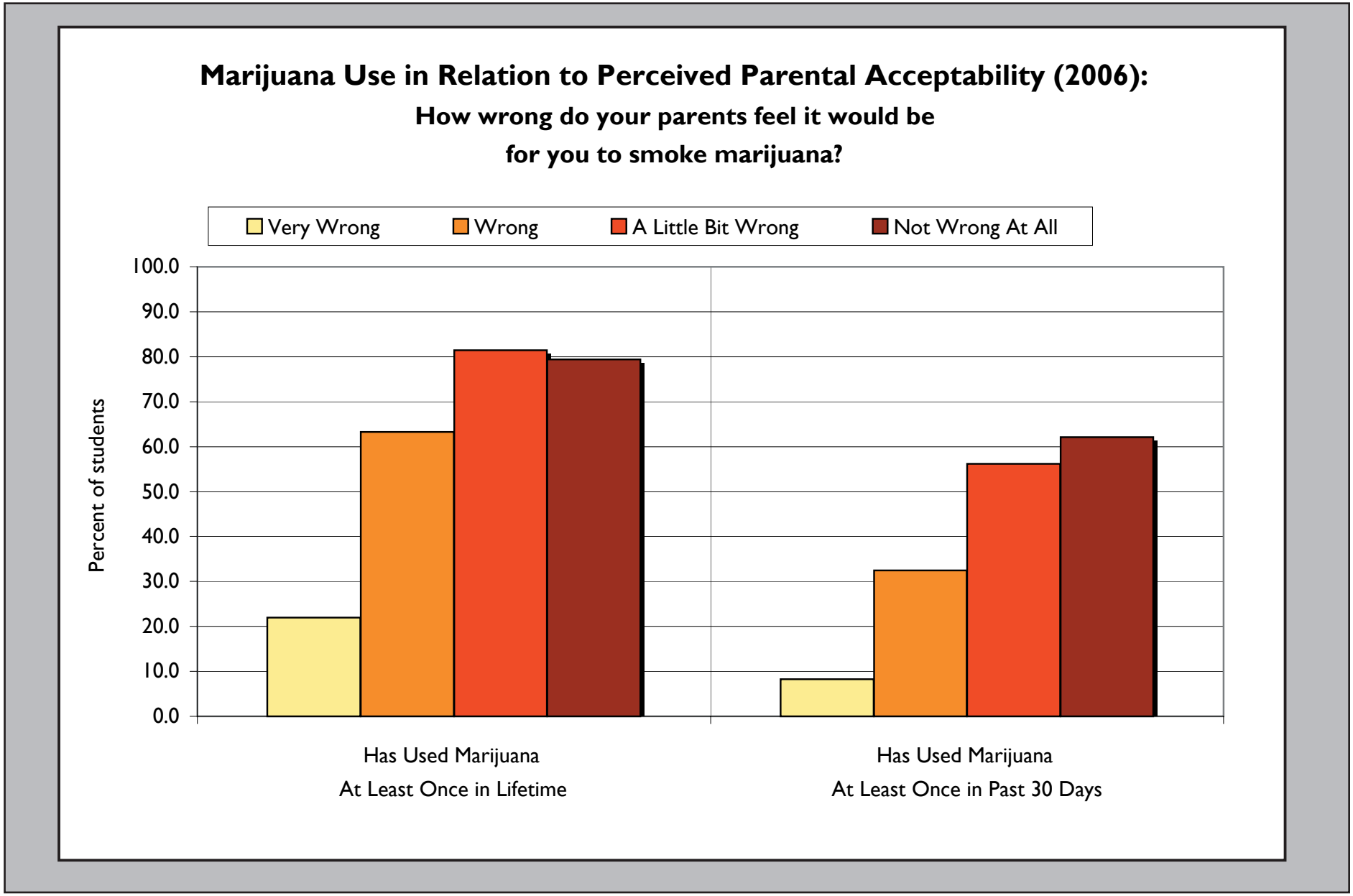
These results make a strong argument for the importance of parents having strong and clear standards and rules when it comes to ATOD use.

Table 29

Use in Relation to Perceived Parental Acceptability of Marijuana Use (2006)

How wrong do your parents feel it would be for you to smoke marijuana?	Has Used Marijuana At Least Once in Lifetime	Has Used Marijuana At Least Once in Past 30 Days
Very Wrong	22.0	8.3
Wrong	63.2	32.5
A Little Bit Wrong	81.4	56.2
Not Wrong At All	79.4	62.1

Figure 30


Marijuana Use in Relation to Perceived Parental Acceptability (2006):
How wrong do your parents feel it would be
for you to smoke marijuana?
Very Wrong
Wrong
A Little Bit Wrong
Not Wrong At All
Percent of students
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
Has Used Marijuana
At Least Once in Lifetime
Has Used Marijuana
At Least Once in Past 30 Days

Marijuana Use in Relation to Perceived Peer Acceptability

During the elementary school years, children usually express anti-drug, anti-crime, prosocial attitudes. They have difficulty imagining why people use drugs, commit crimes, and drop out of school. In middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This places students at higher risk. The results provided in Table 30 and Figure 30 illustrate the relation between peer acceptability and individual drug use.

As with perceived parental acceptability, the slightest perceived peer acceptability seriously increases the chance that a student will use ATODs. In this section, lifetime and 30-day marijuana use results are looked at in relation to what students thought were their chances of being seen as cool if they used marijuana.

When students thought there was "No or very little chance" that they would be seen as cool if they used marijuana, only 13.0% had tried marijuana in their lifetime and only 3.8% had used it in the last month. However, when students thought that there was even a "Little chance" that they would be seen as cool, marijuana use rates were over three times higher for lifetime use (40.2%) and over four times higher for past-month use (15.6%). Students who thought that there was a "Very good chance" they would be seen as cool, were nearly 13 times more likely to use marijuana in the past 30 days (49.1%) than students who perceived that there was no chance they would be seen as cool if they used marijuana (3.8%).

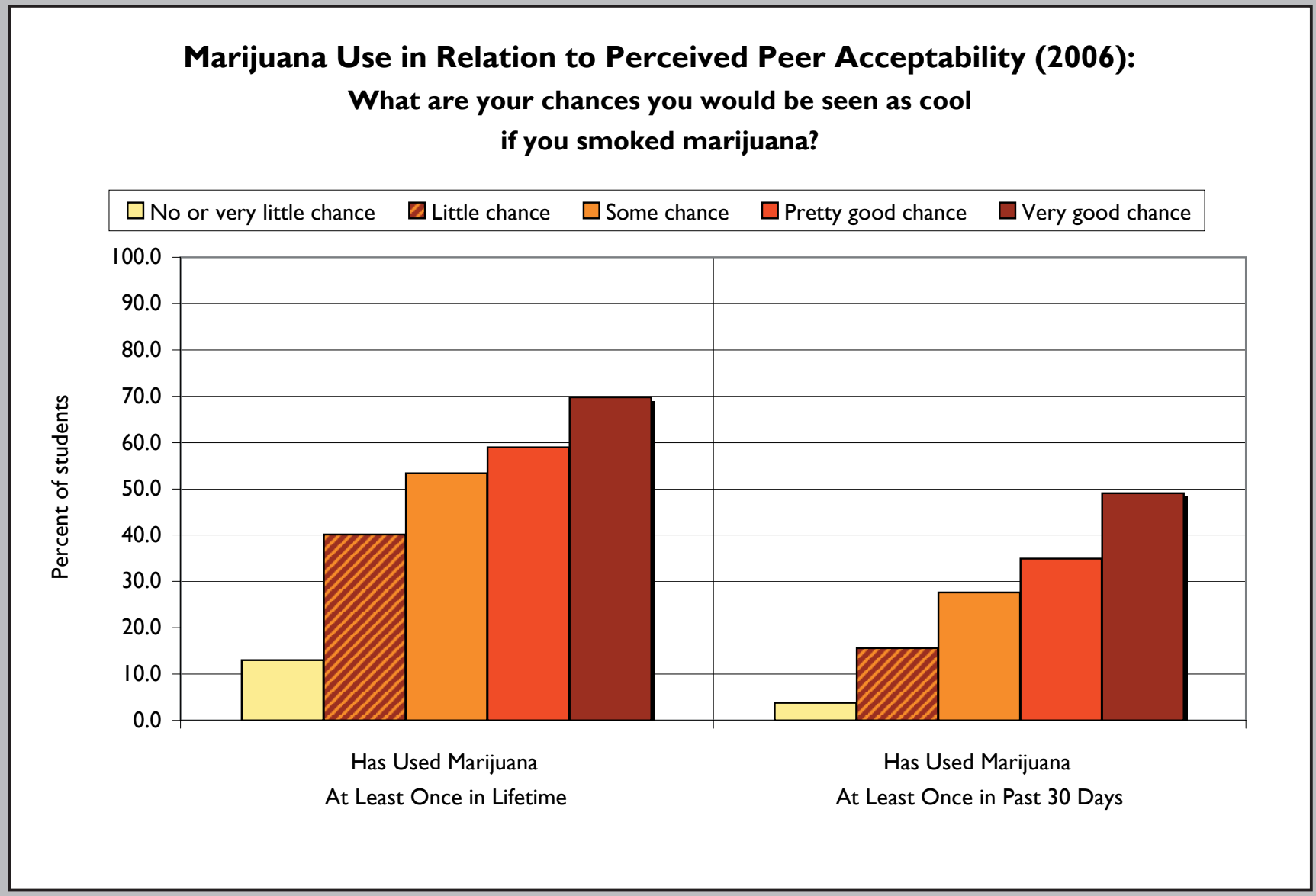
These results illustrate how peer acceptability puts youth at risk for ATOD use, and suggests that a good way to decrease use is to get students to reduce the perceived acceptability of drugs.

Table 30

Use in Relation to Perceived Peer Acceptability of Marijuana Use (2006)

What are your chances you would be seen as cool if you smoked marijuana?	Has Used Marijuana At Least Once in Lifetime	Has Used Marijuana At Least Once in Past 30 Days
No or very little chance	13.0	3.8
Little chance	40.2	15.6
Some chance	53.4	27.6
Pretty good chance	59.0	34.9
Very good chance	69.7	49.1

Figure 30


Marijuana Use in Relation to Perceived Peer Acceptability (2006):
What are your chances you would be seen as cool
if you smoked marijuana?
No or very little chance
Little chance
Some chance
Pretty good chance
Very good chance
Percent of students
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
Has Used Marijuana
At Least Once in Lifetime
Has Used Marijuana
At Least Once in Past 30 Days

The substance use rate for youth who reported depressive symptoms is much greater than for those who have a much more positive outlook on life. The four depressive symptoms that were asked on the survey questionnaire were: 1) Sometimes I think that life is not worth it, 2) At times I think I am no good at all, 3) All in all, I am inclined to think that I am a failure, and 4) In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes? The questions were scored on a scale of 1 to 4 (NO!, no, yes, YES!). The survey respondents were divided into three groups. The first group was the depressed group who scored at least a mean of 3.75 on the depressive symptoms. This meant that those individuals marked "YES!" to all four items or marked "yes" to one item and "YES!" to three. The second group was the non-depressed group who marked "NO!" to all four of the items, and the third group was a middle group who comprised the remaining respondents. In Montana, there were 817 students in the depressed group, 14,176 in the middle group, and 2,990 in the not depressed group. The results of the substance use among the three groups are shown in Table 32.

The results in Table 31 and Figure 31 show a strong link between students who report depressive symptoms and ATOD use. The depressed youth had 30-day alcohol use rates that were 21.1% higher, 30-day marijuana use rates that were 14.3% higher, and 30-day cigarette use rates that were 29.2% higher than the non-depressed group.

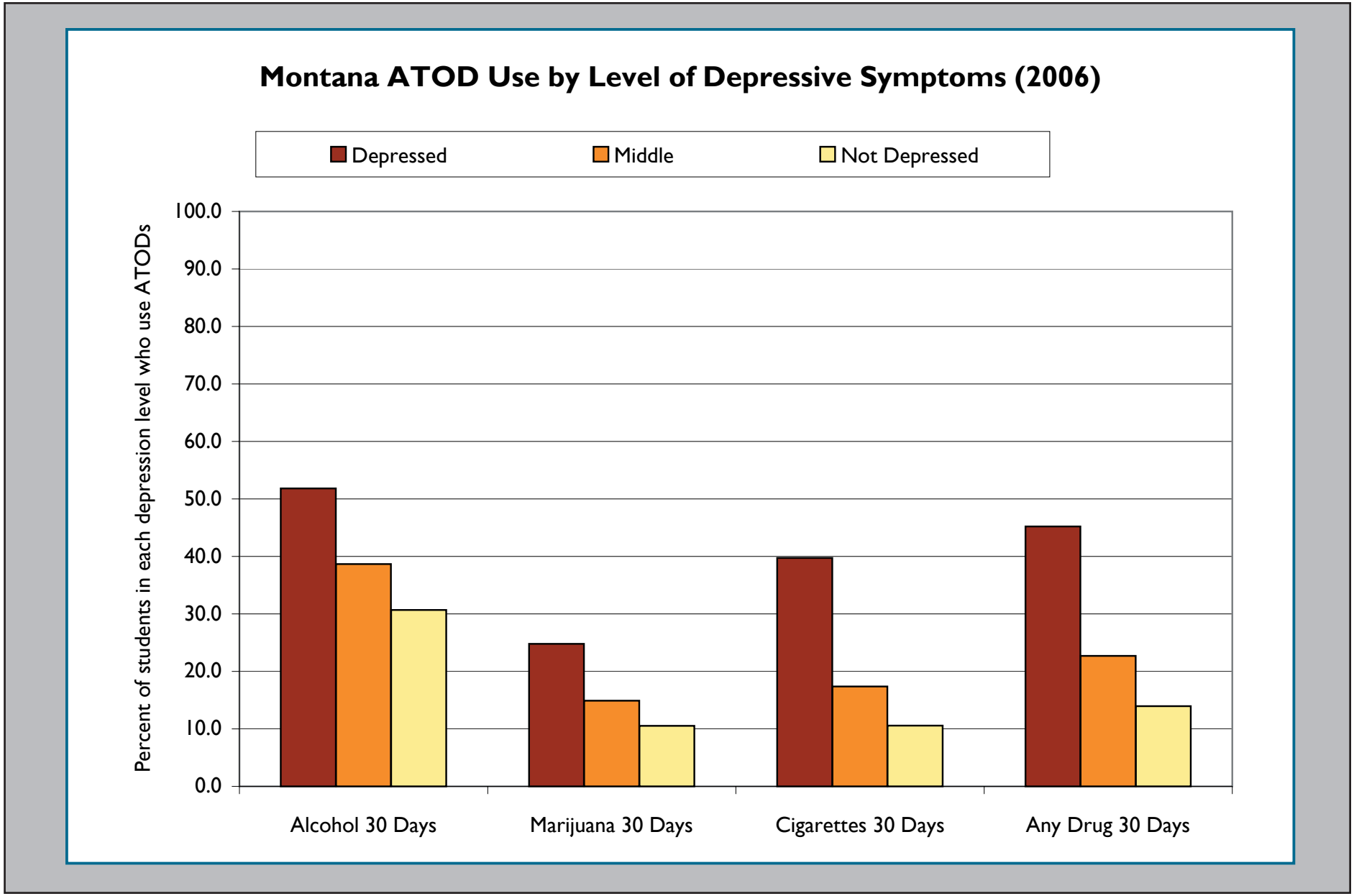
The ATOD use rates of the middle depressive symptoms group, that was comprised of most survey respondents, were higher than the rates of the non-depressed group, but were closer to the rates of the non-depressed group than they were to the depressed group. For all of the substance categories listed in Table 31, the usage rates for the middle depressive symptoms group were 4.4% to 14.4% higher than the non-depressed rate, and were 9.9% to 24.0% lower than the depressed group. Thus, individuals with a positive outlook on life, even if they indicate some depressive symptoms, tend to use fewer substances than peers with serious levels of depressive symptoms.

Table 31

Percentage Using ATODs and Level of Depressive Symptoms (2006)

	Level of Depressive Symptoms		
	Depressed	Middle	Not Depressed
Number of Youth in each Depressive Symptoms Level Group	817	14,176	2,990
Alcohol Lifetime	81.9	68.8	56.9
Alcohol 30 Days	51.8	38.7	30.7
Marijuana Lifetime	45.4	31.7	23.4
Marijuana 30 Days	24.8	14.9	10.5
Cigarettes Lifetime	65.3	41.3	28.5
Cigarettes 30 Days	39.7	17.4	10.6
Any Drug Lifetime	68.4	45.6	31.3
Any Drug 30 Days	45.2	22.7	13.9

Figure 31


Montana ATOD Use by Level of Depressive Symptoms (2006)
Depressed
Middle
Not Depressed
Percent of students in each depression level who use ATODs
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
Alcohol 30 Days
Marijuana 30 Days
Cigarettes 30 Days
Any Drug 30 Days

Probationers: Substance Use and Antisocial Behavior

Youth who have already become involved with the corrections system are at-risk for many youth problem behaviors. In order to determine the ATOD use rates and the risk and protective factors of probationers, a question was included in the survey that asked, "Are you currently on probation, or assigned a probation officer with Juvenile Court? No, Yes." There were 683 youth who were sampled by the survey and responded "Yes" they were on probation. Table 32 displays probationer ATOD use in their lifetime compared to use in the general survey population. Table 33 displays a comparison of use in the past 30 days for probationers and the general population. Table 34 compares the antisocial behavior rates of the general population and probationers.

In Tables 32 and 33, comparisons between the probationer group and the general population show that the youth on probation have a broad range of experience with ATOD use and currently use ATODs (lifetime and 30-day) at much higher rates than other youth.

The greatest differences can be seen when looking at the 8th grade. For 30-day usage, in comparison to the general student population, probationers in the 8th grade are over two times more likely to use alcohol and inhalants; three times more likely to use sedatives; four times more likely to use cigarettes and smokeless tobacco; five times more likely to use marijuana; six times more likely to use stimulants; seven times more likely to use cocaine; eight times more likely to use heroin; ten times more likely to use methamphetamines; and eleven times more likely to use hallucinogens.

While probationers in the 10th and 12th grades are also more likely to use ATODs, there is less of a difference between the probationers and the general population in those grades. For example, while 30-day marijuana use for 8th grade probationers was 5.6 times higher than for the 8th grade general student population (37.1% compared to 6.7%), 10th grade probationers indicated use rates that were 2.7 times higher (48.9% compared to 18.3%), and 12th grade probationers indicated use rates that were 2.1 times higher (43.3% compared to 20.8%) than the general population.

A comparison between the general population and probationers on heavy substance use and antisocial behaviors are shown in Table 34 and Figure 34. As expected, results show that probationers have a much higher rate of substance use and antisocial behavior than other youth. They abuse ATODs more and engage in violent behaviors much more than other youth. In regards to school suspensions, 49.2% of probationer students indicated they had been suspended at least once in the past year, while only 10.4% of the general student population indicated that they had been suspended. In regards to reports of carrying a handgun to school, 7.8% of probationers indicated they had taken a handgun to school in the past year, while only 0.9% of the general student population indicated carrying a handgun to school. Further, 33.1% of probationers reported that they had sold illegal drugs at least once in the past year, while the rate for the general student population was 7.0%.

All of these findings suggest that early prevention efforts are needed for these probation students. It is evident that students on probation begin using ATODs and participating in antisocial behaviors at a much younger age than the general population, and this participation and ATOD use continues and grows with age. Early intervention is the key to helping these students.

Table 32

Percentage of Probationers (Prob) Compared to the General Population (Gen) Who Used ATOD Substances in Their Lifetime (2006)

Drug Used	Grade 8		Grade 10		Grade 12		Total	
	Prob	Gen	Prob	Gen	Prob	Gen	Prob	Gen
Alcohol	85.9	52.9	91.3	72.0	97.4	81.5	90.9	67.4
Cigarettes	74.4	28.6	83.8	42.4	82.9	52.8	80.5	40.2
Smokeless Tobacco	40.6	12.2	52.8	24.5	62.4	32.0	50.9	22.0
Marijuana	57.7	13.9	74.1	35.9	78.5	47.3	69.7	30.9
Inhalants	42.5	16.5	37.1	15.4	24.0	11.2	35.9	14.6
Hallucinogens	13.0	1.6	19.2	4.5	24.8	7.5	18.5	4.3
Cocaine	10.5	1.5	18.2	4.0	23.8	7.9	16.9	4.2
Methamphetamines	14.1	1.5	19.2	3.5	24.6	5.8	18.8	3.4
Stimulants	20.5	3.6	25.2	7.7	26.2	9.2	23.8	6.6
Sedatives	27.7	10.0	33.7	14.2	32.9	16.7	31.5	13.3
Ecstasy	15.2	1.9	19.1	3.6	17.6	5.7	17.5	3.6
Heroin	6.1	0.9	13.6	2.0	11.3	3.2	10.6	1.9
Any Drug	78.6	32.6	83.6	47.3	83.8	55.7	82.0	44.5

Table 33

Percentage of Probationers (Prob) Compared to the General Population (Gen) Who Used ATOD Substances in the Past 30 Days (2006)

Drug Used	Grade 8		Grade 10		Grade 12		Total	
	Prob	Gen	Prob	Gen	Prob	Gen	Prob	Gen
Alcohol	61.5	23.3	69.2	40.7	76.4	53.8	68.3	37.9
Cigarettes	43.7	10.4	57.9	18.9	55.1	24.4	52.4	17.3
Smokeless Tobacco	20.3	4.9	30.9	10.5	36.5	13.7	28.7	9.3
Marijuana	37.1	6.7	48.9	18.3	43.4	20.8	43.5	14.6
Inhalants	13.7	5.2	12.5	3.1	6.8	1.6	11.6	3.5
Hallucinogens	5.7	0.5	8.8	1.5	8.3	2.0	7.6	1.3
Cocaine	5.9	0.8	4.7	1.0	9.6	2.0	6.3	1.2
Methamphetamines	4.0	0.4	4.3	0.7	3.5	1.0	4.0	0.7
Stimulants	9.0	1.5	9.4	2.8	6.1	2.4	8.5	2.2
Sedatives	15.4	4.0	17.2	6.0	18.3	6.3	16.9	5.4
Ecstasy	5.1	0.5	4.7	0.7	6.3	1.4	5.2	0.9
Heroin	2.5	0.3	4.7	0.4	5.6	1.0	4.2	0.5
Any Drug	53.7	15.6	62.2	25.5	56.5	27.2	58.1	22.4

Table 34

Percentage of Probationers (Prob) Compared to the General Population (Gen) Who Engaged in Heavy Substance Use and Antisocial Behavior (2006)

Drug Used	Grade 8		Grade 10		Grade 12		Total	
	Prob	Gen	Prob	Gen	Prob	Gen	Prob	Gen
Binge Drinking (Past two weeks)	49.5	13.3	55.9	26.9	67.8	37.9	56.5	24.8
Smoking a Half a Pack of Cigarettes or More per Day	3.4	0.5	6.7	0.9	4.7	1.8	5.1	1.0
Suspended from School (Past year)	50.9	12.2	53.5	10.7	38.6	7.7	49.2	10.4
Drunk or High at School (Past year)	47.2	9.7	62.2	24.0	60.8	27.7	56.6	19.6
Sold Illegal Drugs (Past year)	25.1	2.9	38.2	8.9	36.1	10.2	33.1	7.0
Stolen a Vehicle (Past year)	28.6	3.8	23.2	3.7	18.5	2.6	24.1	3.4
Been Arrested (Past year)	58.6	6.6	61.3	8.7	52.7	8.2	58.4	7.7
Attacked to Harm (Past year)	47.4	14.8	46.4	13.5	36.4	10.4	44.4	13.1
Carried a Handgun (Past year)	19.4	7.1	19.7	8.3	24.5	8.5	20.7	7.9
Handgun to School (Past year)	7.1	0.6	9.8	1.3	5.3	0.9	7.8	0.9

Figure 32

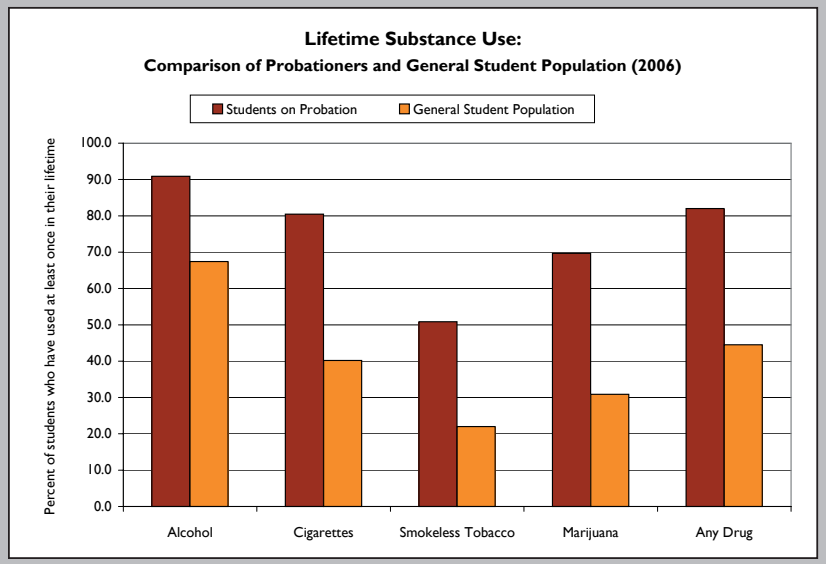


Figure 33

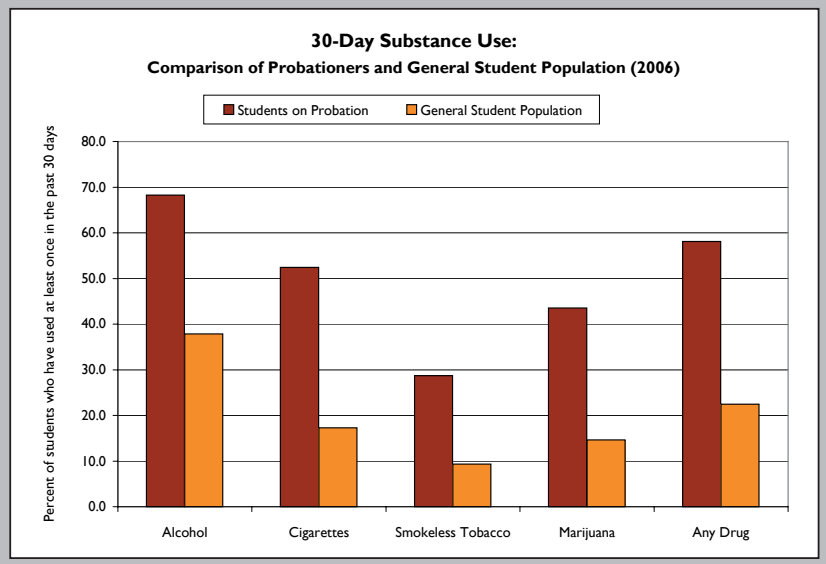
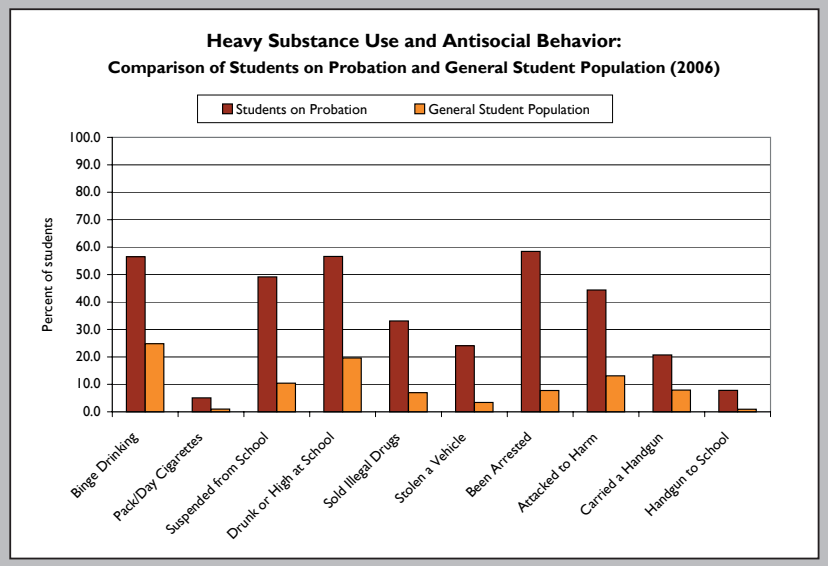


Figure 34



Native Americans represent approximately 10.3% of the students in grades 8, 10, and 12 in the State of Montana and comprised 8.6% of the youth who completed the 2006 PNA Survey. Thus, Native Americans appear to be under-represented in the 2006 survey. A review of Table 3 shows that their representation decreases from grade 8 to grade 12. In the 8th grade 682 (9.8% of 8th grade Montana PNA participants), in the 10th grade 521 (8.5% on Montana PNA participants), and in the 12th grade 361 (7.0% of Montana PNA participants).

Lifetime Use

The percentage of Native Americans who used ATODs in their lifetime for 2002, 2004, and 2006 is presented in Table 35. A comparison of the Native American student population and the general student population (Table 37 and Figure 35) shows that the percentage of Native Americans who have used ATODs in their lifetime is higher than the general population of Montana youth for all grades and all substances. While Native Americans and the general population are similar in lifetime alcohol use (Native American at 74.3% compared to general population at 67.4%), for many of the other drugs – such as marijuana, hallucinogens, stimulants, and other illegal substances – Native Americans in the 8th grade have a use rate that is about double that of the general population of 8th graders. In the 10th and 12th grades, Native American lifetime use is higher than use in the general population; however, the differences in lifetime use grow smaller as students age. These results indicate that as a group, Native Americans have much more exposure to ATODs than other Montana youth and start experimenting with substances at an earlier age.

Compared to the 2004 survey, the results of the 2006 survey showed some reductions in lifetime Native American substance use. Eighth grade Native American lifetime use decreased significantly in two of the 13 substance use categories (cigarettes and marijuana), 10th grade Native American use decreased in five of the 13 categories (alcohol, marijuana, hallucinogens, ecstasy, and any drug), and 12th grade Native American use decreased in three of the 13 categories (hallucinogens, stimulants, and heroin). In contrast, Native American use of lifetime smokeless tobacco use increased 8.4% in the 8th grade, 4.2% in the 10th grade, and 8.3% in the 12th grade since the 2004 survey.

Past Month Use

Past-month use of ATODs by Native Americans is shown on Table 36 and comparisons to the general population can be made by reviewing the results shown in Table 38 and Figure 36. As with lifetime use, Native Americans have an ATOD use rate that is greater than the general population for a majority of substance and grades. Exceptions are found for 8th grade methamphetamine use, 8th grade heroin use, 10th grade ecstasy use, 12th grade ecstasy use, and 12th grade heroin use. For these substances and grades, use by Native American students was nearly equal to use in the general population. Some of the differences between the general population and Native American students are significant, with Native Americans in the 8th grade using cigarettes, smokeless tobacco, hallucinogens, ecstasy, and any drug at over twice the rate of 8th graders in the general population; and Native American 8th graders using marijuana in the past month at over three times the rate of 8th graders in the general population. As with lifetime use, these data show that Native American youth begin using ATODs early than the general population. However, while lifetime use rates of the two groups become more similar with increased grade, 30-day use rates of the two groups show differences between the two groupings of students that continue to the 10th and 12th grades. For example, 30-day cigarette use for Native American youth is approximately twice as high as use in the general population for the 8th grade, 10th grade, and 12th grade.

A comparison of the 2006 survey results for 8th, 10th, and 12th grade Native American survey participants with the results from the 2004 survey shows a significant increase in past month Native American smokeless tobacco use, with an increase of 6.2% for Native American 8th graders, 1.3% for Native American 10th graders, and 7.5% for Native American 12th graders. However, 8th grade Native American use decreased in three of the 13 substance use categories (marijuana, inhalants, and any drug), 10th grade Native American use decreased in three of the 13 categories (alcohol, sedatives, ecstasy), and 12th grade Native American use decreased in three categories (marijuana, stimulants, and sedatives). Inhalant and cigarette past month use increased since 2004 for the 10th and 12th grades.

Table 35

Percentage of Native American Students Who Used ATODs During Their Lifetime												
Drug Used	Grade 8			Grade 10			Grade 12			Total		
	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006
Alcohol	68.3	62.9	65.0	83.8	82.1	79.0	91.8	83.7	84.3	78.1	74.9	74.3
Cigarettes	63.0	62.7	61.7	72.9	72.2	72.1	83.7	72.0	76.6	70.5	68.5	68.9
Smokeless Tobacco	19.5	20.2	28.6	34.1	37.8	42.0	40.3	37.6	45.9	28.6	30.9	37.3
Marijuana	45.8	45.1	41.9	68.5	69.9	64.3	77.2	68.5	71.3	59.6	60.0	56.6
Inhalants	20.8	23.1	26.2	22.0	21.0	27.0	17.4	19.5	19.5	20.5	21.5	24.9
Hallucinogens	5.0	3.9	3.6	12.5	8.0	6.0	19.7	9.8	7.5	10.5	6.8	5.3
Cocaine	4.8	2.9	3.1	12.5	7.0	6.8	17.9	11.6	12.7	9.9	6.5	6.7
Methamphetamines	N/A	N/A	4.6	N/A	N/A	9.5	N/A	N/A	12.5	N/A	N/A	8.2
Stimulants	7.4	5.8	6.3	16.0	10.4	13.9	20.2	14.7	12.0	12.8	9.6	10.3
Sedatives	12.7	14.0	13.1	24.7	19.4	21.7	26.0	20.2	22.1	19.3	17.5	18.2
Ecstasy	N/A	5.3	5.2	N/A	6.7	5.0	N/A	5.7	6.0	N/A	5.9	5.3
Heroin	2.6	2.5	1.9	4.8	3.3	4.0	9.1	5.3	3.1	4.7	3.5	2.9
Any Drug	57.3	55.6	58.2	73.6	77.1	72.8	81.7	74.2	76.8	67.7	68.2	67.8

Table 36

Percentage of Native American Students Who Used ATODs During the Past 30 Days												
Drug Used	Grade 8			Grade 10			Grade 12			Total		
	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006
Alcohol	37.7	29.5	33.1	60.6	53.9	49.2	65.7	58.1	58.0	50.9	45.3	44.6
Cigarettes	25.3	30.5	29.7	43.8	39.2	43.2	50.7	43.8	48.5	36.7	36.8	38.7
Smokeless Tobacco	9.9	8.2	14.4	14.7	18.8	20.2	23.4	17.1	24.5	14.3	14.3	18.8
Marijuana	28.2	23.7	21.8	44.3	36.7	39.2	42.6	39.3	35.6	36.4	32.3	31.1
Inhalants	8.2	9.1	6.1	4.1	4.3	6.3	0.9	0.3	2.1	5.4	5.3	5.3
Hallucinogens	3.2	1.9	1.0	5.4	1.6	2.7	5.5	3.9	3.0	4.4	2.2	2.1
Cocaine	3.6	1.8	1.2	5.9	1.7	1.7	4.6	2.4	2.4	4.6	1.9	1.6
Methamphetamines	N/A	N/A	0.2	N/A	N/A	1.9	N/A	N/A	2.7	N/A	N/A	1.4
Stimulants	3.7	1.9	2.7	7.2	2.9	4.9	6.4	6.3	3.6	5.4	3.3	3.7
Sedatives	7.1	5.4	6.2	14.3	10.0	9.0	10.6	9.5	7.9	10.1	8.1	7.6
Ecstasy	N/A	1.3	1.5	N/A	2.1	0.6	N/A	1.0	1.2	N/A	1.5	1.1
Heroin	2.2	1.0	0.2	1.5	0.6	1.1	2.3	1.1	0.6	2.0	0.9	0.6
Any Drug	38.1	34.7	33.1	50.8	43.5	46.9	46.8	44.2	43.5	44.0	40.4	40.6

Table 37

Percentage of Native Americans (NA) and General Student Population (Gen) Who Have Used ATODs During Their Lifetime (2006)								
Drug Used	Grade 8		Grade 10		Grade 12		Total	
	NA	Gen	NA	Gen	NA	Gen	NA	Gen
Alcohol	65.0	52.9	79.0	72.0	84.3	81.5	74.3	67.4
Cigarettes	61.7	28.6	72.1	42.4	76.6	52.8	68.9	40.2
Smokeless Tobacco	28.6	12.2	42.0	24.5	45.9	32.0	37.3	22.0
Marijuana	41.9	13.9	64.3	35.9	71.3	47.3	56.6	30.9
Inhalants	26.2	16.5	27.0	15.4	19.5	11.2	24.9	14.6
Hallucinogens	3.6	1.6	6.0	4.5	7.5	7.5	5.3	4.3
Cocaine	3.1	1.5	6.8	4.0	12.7	7.9	6.7	4.2
Methamphetamines	4.6	1.5	9.5	3.5	12.5	5.8	8.2	3.4
Stimulants	6.3	3.6	13.9	7.7	12.0	9.2	10.3	6.6
Sedatives	13.1	10.0	21.7	14.2	22.1	16.7	18.2	13.3
Ecstasy	5.2	1.9	5.0	3.6	6.0	5.7	5.3	3.6
Heroin	1.9	0.9	4.0	2.0	3.1	3.2	2.9	1.9
Any Drug	58.2	32.6	72.8	47.3	76.8	55.7	67.8	44.5

Figure 35

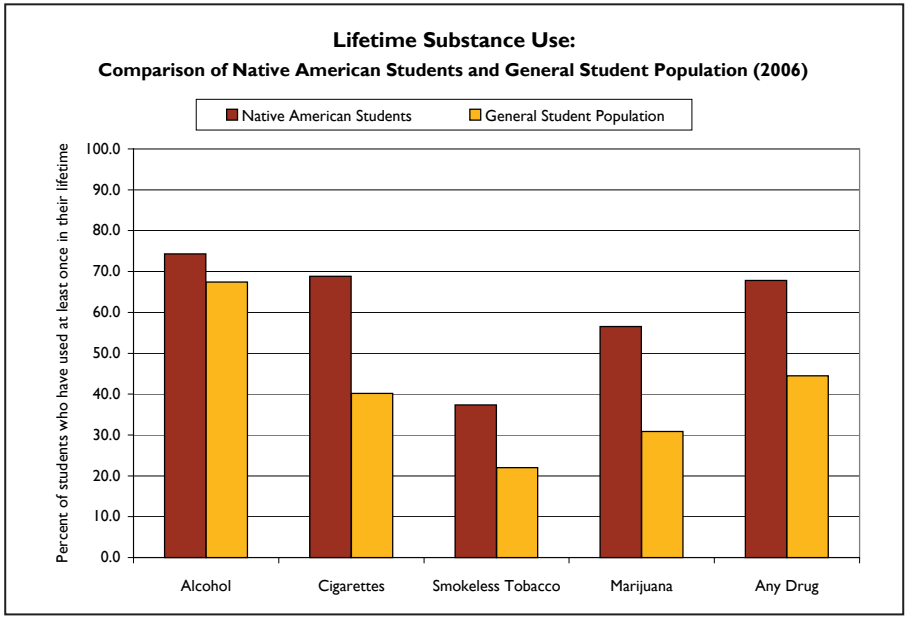
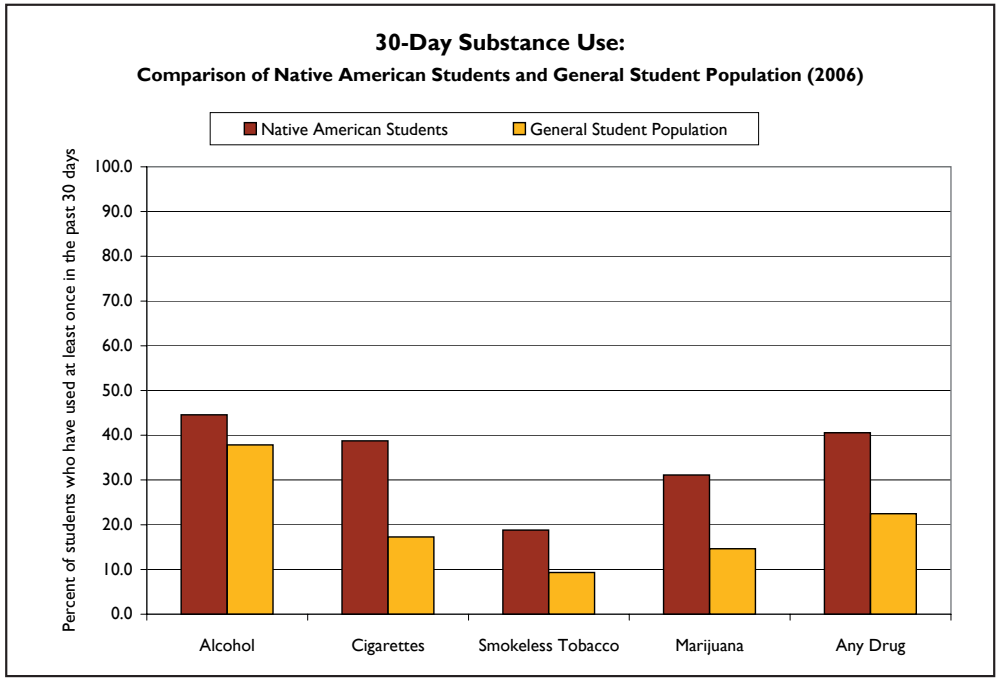


Table 38

Percentage of Native Americans (NA) and General Student Population (Gen) Who Have Used ATODs in the Last 30-Days (2006)								
Drug Used	Grade 8		Grade 10		Grade 12		Total	
	NA	Gen	NA	Gen	NA	Gen	NA	Gen
Alcohol	33.1	23.3	49.2	40.7	58.0	53.8	44.6	37.9
Cigarettes	29.7	10.4	43.2	18.9	48.5	24.4	38.7	17.3
Smokeless Tobacco	14.4	4.9	20.2	10.5	24.5	13.7	18.8	9.3
Marijuana	21.8	6.7	39.2	18.3	35.6	20.8	31.1	14.6
Inhalants	6.1	5.2	6.3	3.1	2.1	1.6	5.3	3.5
Hallucinogens	1.0	0.5	2.7	1.5	3.0	2.0	2.1	1.3
Cocaine	1.2	0.8	1.7	1.0	2.4	2.0	1.6	1.2
Methamphetamines	0.2	0.4	1.9	0.7	2.7	1.0	1.4	0.7
Stimulants	2.7	1.5	4.9	2.8	3.6	2.4	3.7	2.2
Sedatives	6.2	4.0	9.0	6.0	7.9	6.3	7.6	5.4
Ecstasy	1.5	0.5	0.6	0.7	1.2	1.4	1.1	0.9
Heroin	0.2	0.3	1.1	0.4	0.6	1.0	0.6	0.5
Any Drug	33.1	15.6	46.9	25.5	43.5	27.2	40.6	22.4

Figure 36



Appendix A: Montana PNA Survey Instrument (Full Questionnaire of Form 1, and Final Page of Form 2)

MONTANA PREVENTION NEEDS ASSESSMENT COMMUNITY STUDENT SURVEY

1. Thank you for agreeing to participate in this survey. The purpose of this survey is to learn how students in our schools feel about their community, family, peers, and school. The survey also asks about health behaviors.

2. **The survey is completely voluntary and anonymous. DO NOT put your name on the questionnaire.**

3. This is not a test, so there are no right or wrong answers. We would like you to work quickly so you can finish.

4. All of the questions should be answered by completely filling in one of the answer spaces. If you do not find an answer that fits exactly, use the one that comes closest. If any question does not apply to you, or you are not sure what it means, just leave it blank. You can skip any question that you do not wish to answer.

5. For questions that have the following answers: **NO! no yes YES!**
   Mark (the BIG) **NO!** if you think the statement is **DEFINITELY NOT TRUE** for you.
   Mark (the little) **no** if you think the statement is **MOSTLY NOT TRUE** for you.
   Mark (the little) **yes** if you think the statement is **MOSTLY TRUE** for you.
   Mark (the BIG) **YES!** if you think the statement is **DEFINITELY TRUE** for you.

   Example: Chocolate is the best ice cream flavor.

   ○ NO! ○ no ● yes ○ YES!

   In the example above, the student marked "yes" because he or she thinks the statement is mostly true.

6. **Please mark only one answer for each question by completely filling in the oval with a #2 pencil.**

Please fill in the following questions with the help of your teacher/survey assistant.

District: **School:** **Student's Zip Code:**

	District	School	Student's Zip Code
0	○	○	○
1	○	○	○
2	○	○	○
3	○	○	○
4	○	○	○
5	○	○	○
6	○	○	○
7	○	○	○
8	○	○	○
9	○	○	○

1. **Are you:** ○ MALE ○ FEMALE

2. **How old are you?**

   ○ 10 or younger ○ 12 ○ 14 ○ 16 ○ 18

   ○ 11 ○ 13 ○ 15 ○ 17 ○ 19 or older

3. **What grade are you in?**

   ○ 6th ○ 7th ○ 8th ○ 9th ○ 10th ○ 11th ○ 12th

4. **Please choose the ONE answer that BEST describes what you consider yourself to be.**

   ○ White, not of Hispanic origin
   ○ Black, or African American
   ○ American Indian/Native American, Eskimo, or Aleut
   ○ Hispanic/Latino/Spanish
   ○ Asian
   ○ Pacific Islander
   ○ Other (Please Specify _____)

5. **What is the highest level of schooling completed by your mother or father?**

   ○ Completed grade school or less
   ○ Some high school
   ○ Completed high school
   ○ Some college
   ○ Completed college
   ○ Graduate or professional school after college
   ○ Don't know
   ○ Does not apply

6. **Think of where you live most of the time. Which of the following people live there with you? (Mark all that apply.)**

   ○ Mother
   ○ Stepmother
   ○ Foster Mother
   ○ Grandmother
   ○ Aunt
   ○ Father
   ○ Stepfather
   ○ Foster Father
   ○ Grandfather
   ○ Uncle
   ○ Other Adults
   ○ Brother(s)
   ○ Stepbrother(s)
   ○ Sister(s)
   ○ Stepsister(s)
   ○ Other Children

Produced by the Montana Department of Health and Human Services,
Addictive and Mental Disorders Division Phone: (406) 444-9656
Bach Harrison, L.L.C. Salt Lake City, Utah Phone: (801) 359-2064

PLEASE DO NOT WRITE IN THIS AREA

ACCU-SCAN™ 99374PCN1105 (ReflexRead) APPERSON PRINT MANAGEMENT SERVICES

The next section asks about your experiences at school.

	NO!	no	yes	YES!
7. In my school, students have lots of chances to help decide things like class activities and rules.	☐	☐	☐	☐
8. Teachers ask me to work on special classroom projects.	☐	☐	☐	☐
9. My teacher(s) notices when I am doing a good job and lets me know about it.	☐	☐	☐	☐
10. There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	☐	☐	☐	☐
11. There are lots of chances for students in my school to talk with a teacher one-on-one.	☐	☐	☐	☐
12. I feel safe at my school.	☐	☐	☐	☐
13. The school lets my parents know when I have done something well.	☐	☐	☐	☐
14. My teachers praise me when I work hard in school.	☐	☐	☐	☐
15. Are your school grades better than the grades of most students in your class?	☐	☐	☐	☐
16. I have lots of chances to be part of class discussions or activities.	☐	☐	☐	☐

17. Now thinking back over the past year in school, how often did you:	Never	Seldom	Sometimes	Often	Almost Always
a. enjoy being in school?	☐	☐	☐	☐	☐
b. hate being in school?	☐	☐	☐	☐	☐
c. try to do your best work in school?	☐	☐	☐	☐	☐
18. How often do you feel that the school work you are assigned is meaningful and important?	☐	☐	☐	☐	☐

19. Putting them all together, what were your grades like last year?

☐ Mostly F's ☐ Mostly B's
☐ Mostly D's ☐ Mostly A's
☐ Mostly C's

20. How important do you think the things you are learning in school are going to be for your later life?

☐ Very important ☐ Slightly important
☐ Quite important ☐ Not at all important
☐ Fairly important

21. How interesting are most of your courses to you?

☐ Very interesting and stimulating
☐ Quite interesting ☐ Slightly dull
☐ Fairly interesting ☐ Very dull

22. During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or 'cut'?

☐ None ☐ 1 ☐ 2 ☐ 3 ☐ 4-5 ☐ 6-10 ☐ 11 or more

The next questions ask about your feelings and experiences in other parts of your life.

23. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:	Number of Friends 0	1	2	3	4
a. participated in clubs, organizations or activities at school?	☐	☐	☐	☐	☐
b. smoked cigarettes?	☐	☐	☐	☐	☐
c. tried beer, wine or hard liquor (for example, vodka, whiskey, or gin) when their parents didn't know about it?	☐	☐	☐	☐	☐
d. made a commitment to stay drug-free?	☐	☐	☐	☐	☐
e. used marijuana?	☐	☐	☐	☐	☐
f. tried to do well in school?	☐	☐	☐	☐	☐
g. used LSD, cocaine, amphetamines, or other illegal drugs?	☐	☐	☐	☐	☐
h. been suspended from school?	☐	☐	☐	☐	☐
i. liked school?	☐	☐	☐	☐	☐
j. carried a handgun?	☐	☐	☐	☐	☐
k. sold illegal drugs?	☐	☐	☐	☐	☐
l. regularly attended religious services?	☐	☐	☐	☐	☐
m. stolen or tried to steal a motor vehicle such as a car or motorcycle?	☐	☐	☐	☐	☐
n. been arrested?	☐	☐	☐	☐	☐
o. dropped out of school?	☐	☐	☐	☐	☐

24. What are the chances you would be seen as cool if you:	No or Very Little Chance	Little Chance	Some Chance	Pretty Good Chance	Very Good Chance
a. smoked cigarettes?	☐	☐	☐	☐	☐
b. worked hard at school?	☐	☐	☐	☐	☐
c. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	☐	☐	☐	☐	☐
d. defended someone who was being verbally abused at school?	☐	☐	☐	☐	☐
e. smoked marijuana?	☐	☐	☐	☐	☐
f. used smokeless tobacco?	☐	☐	☐	☐	☐
g. carried a handgun?	☐	☐	☐	☐	☐
h. regularly volunteered to do community service?	☐	☐	☐	☐	☐

25. How old were you when you first:

	Never	8 or Younger	9 or 10	11	12	13	14	15	16	17 or Older
a. smoked marijuana?	○	○	○	○	○	○	○	○	○	○
b. smoked a cigarette, even just a puff?	○	○	○	○	○	○	○	○	○	○
c. had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)?	○	○	○	○	○	○	○	○	○	○
d. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	○	○	○	○	○	○	○	○	○	○
e. used smokeless tobacco (dip, snuff, chew)?	○	○	○	○	○	○	○	○	○	○
f. used methamphetamines (meth, ice, crystal, or speed)	○	○	○	○	○	○	○	○	○	○
g. got suspended from school?	○	○	○	○	○	○	○	○	○	○
h. got arrested?	○	○	○	○	○	○	○	○	○	○
i. carried a handgun?	○	○	○	○	○	○	○	○	○	○
j. attacked someone with the idea of seriously hurting them?	○	○	○	○	○	○	○	○	○	○

26. How wrong do you think it is for someone your age to:

	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong at All
a. take a handgun to school?	○	○	○	○
b. steal anything worth more than $5?	○	○	○	○
c. pick a fight with someone?	○	○	○	○
d. attack someone with the idea of seriously hurting them?	○	○	○	○
e. stay away from school all day when their parents think they are at school?	○	○	○	○
f. drink beer, wine or hard liquor (for example, vodka, whiskey, or gin) regularly?	○	○	○	○
g. smoke cigarettes?	○	○	○	○
h. smoke marijuana?	○	○	○	○
i. use LSD, cocaine, amphetamines or another illegal drug?	○	○	○	○

27. At school during the past 12 months, did you receive help from the resource teacher, speech therapist or other special education teacher?

○ No ○ Yes

28. How many times have you done the following things?

	Once a Week or More	2 or 3 Times a Month	About Once a Month	Less Than Once a Month	I've Done it, But Not in the Past Year	Never
a. done what feels good no matter what.	○	○	○	○	○	○
b. done something dangerous because someone dared you to do it.	○	○	○	○	○	○
c. done crazy things even if they are a little dangerous?	○	○	○	○	○	○

29. How many times in the past year (12 months) have you:

	40+ Times	30 to 39 Times	20 to 29 Times	10 to 19 Times	6 to 9 Times	3 to 5 Times	1 to 2 Times	Never
a. been suspended from school?	○	○	○	○	○	○	○	○
b. carried a handgun?	○	○	○	○	○	○	○	○
c. sold illegal drugs?	○	○	○	○	○	○	○	○
d. stolen or tried to steal a motor vehicle such as a car or motorcycle?	○	○	○	○	○	○	○	○
e. participated in clubs, organizations or activities at school?	○	○	○	○	○	○	○	○
f. been arrested?	○	○	○	○	○	○	○	○
g. done extra work on your own for school?	○	○	○	○	○	○	○	○
h. attacked someone with the idea of seriously hurting them?	○	○	○	○	○	○	○	○
i. been drunk or high at school?	○	○	○	○	○	○	○	○
j. volunteered to do community service?	○	○	○	○	○	○	○	○
k. taken a handgun to school?	○	○	○	○	○	○	○	○

30. Are you currently on probation, or assigned a probation officer with Juvenile Court?

○ No ○ Yes

31. Have you ever belonged to a gang?

○ No ○ Yes, belong now

○ No, but would like to ○ Yes, but would like to get out

○ Yes, in the past

32. You're looking at CD's in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees and no other customers. What would you do now?

- ○ Ignore her
- ○ Grab a CD and leave the store
- ○ Tell her to put the CD back
- ○ Act like it is a joke, and ask her to put the CD back

33. You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?

- ○ Push the person back
- ○ Say "Excuse me" and keep on walking
- ○ Say "Watch where you are going" and keep on walking
- ○ Swear at the person and walk away

34. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?

- ○ Drink it
- ○ Tell your friend, "No thanks, I don't drink" and suggest that you and your friend go and do something else
- ○ Just say, "No thanks" and walk away
- ○ Make up a good excuse, tell your friend you had something else to do, and leave

35. It's 8:00 on a weeknight and you are about to go over to a friend's home when your mother asks you where you are going. You say "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?

- ○ Leave the house anyway
- ○ Explain what you are going to do with your friends, tell her when you will get home, and ask if you can go out
- ○ Not say anything and start watching TV
- ○ Get into an argument with her

36. How often do you attend religious services or activities?

- ○ Never
- ○ 1-2 Times a Month
- ○ Rarely
- ○ About Once a Week or More

37. I do the opposite of what people tell me, just to get them mad.

- ○ Very False
- ○ Somewhat True
- ○ Somewhat False
- ○ Very True

38. I like to see how much I can get away with.

- ○ Very False
- ○ Somewhat True
- ○ Somewhat False
- ○ Very True

39. I ignore rules that get in my way.

- ○ Very False
- ○ Somewhat True
- ○ Somewhat False
- ○ Very True

	NO!	no	yes	YES!
40. I think sometimes it's okay to cheat at school.	○	○	○	○
41. It is important to think before you act.	○	○	○	○
42. Sometimes I think that life is not worth it.	○	○	○	○
43. At times I think I am no good at all.	○	○	○	○
44. All in all, I am inclined to think that I am a failure.	○	○	○	○
45. In the past year, have you felt depressed or sad MOST days, even if you felt okay sometimes?	○	○	○	○
46. It is all right to beat up people if they start the fight.	○	○	○	○
47. I think it is okay to take something without asking if you can get away with it.	○	○	○	○

48. Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:

	NO!	no	yes	YES!
a. smoke cigarettes.	○	○	○	○
b. use smokeless tobacco.	○	○	○	○
c. drink beer, wine, or liquor.	○	○	○	○
d. smoke marijuana.	○	○	○	○
e. use LSD, cocaine, amphetamines or another illegal drug.	○	○	○	○

49. How much do you think people risk harming themselves (physically or in other ways) if they:

	Great Risk	Moderate Risk	Slight Risk	No Risk
a. smoke one or more packs of cigarettes per day?	○	○	○	○
b. use smokeless tobacco?	○	○	○	○
c. try marijuana once or twice?	○	○	○	○
d. smoke marijuana regularly?	○	○	○	○
e. take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	○	○	○	○
f. use methamphetamines (meth, ice, crystal, or speed)?	○	○	○	○

On how many occasions (if any) have you:

	OCCASIONS						
	0	1-2	3-5	6-9	10-19	20-39	40+
50. had alcoholic beverages (beer, wine or hard liquor) to drink in your **lifetime** – more than just a few sips?	☐	☐	☐	☐	☐	☐	☐
51. had beer, wine or hard liquor to drink during the **past 30 days**?	☐	☐	☐	☐	☐	☐	☐
52. used marijuana in your **lifetime**?	☐	☐	☐	☐	☐	☐	☐
53. used marijuana during the **past 30 days**?	☐	☐	☐	☐	☐	☐	☐
54. used LSD or other psychedelics in your **lifetime**?	☐	☐	☐	☐	☐	☐	☐
55. used LSD or other psychedelics during the **past 30 days**?	☐	☐	☐	☐	☐	☐	☐
56. used cocaine or crack in your **lifetime**?	☐	☐	☐	☐	☐	☐	☐
57. used cocaine or crack during the **past 30 days**?	☐	☐	☐	☐	☐	☐	☐
58. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your **lifetime**?	☐	☐	☐	☐	☐	☐	☐
59. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the **past 30 days**?	☐	☐	☐	☐	☐	☐	☐
60. used phenoxydine (pox, px, breeze) in your **lifetime**?	☐	☐	☐	☐	☐	☐	☐
61. used phenoxydine (pox, px, breeze) during the **past 30 days**?	☐	☐	☐	☐	☐	☐	☐
62. used methamphetamines (meth, speed, crank, crystal meth) in your **lifetime**?	☐	☐	☐	☐	☐	☐	☐
63. used methamphetamines (meth, speed, crank, crystal meth) during the **past 30 days**?	☐	☐	☐	☐	☐	☐	☐
64. used stimulants **other than methamphetamines** (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them, in your **lifetime**?	☐	☐	☐	☐	☐	☐	☐
65. used stimulants **other than methamphetamines** (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them, during the **past 30 days**?	☐	☐	☐	☐	☐	☐	☐
66. used sedatives (tranquilizers, such as valium or xanax, barbiturates, or sleeping pills) without a doctor telling you to take them, in your **lifetime**?	☐	☐	☐	☐	☐	☐	☐
67. used sedatives (tranquilizers, such as valium or xanax, barbiturates, or sleeping pills) without a doctor telling you to take them, during the **past 30 days**?	☐	☐	☐	☐	☐	☐	☐
68. used heroin or other opiates in your **lifetime**?	☐	☐	☐	☐	☐	☐	☐
69. used heroin or other opiates during the **past 30 days**?	☐	☐	☐	☐	☐	☐	☐
70. used MDMA ('X', 'E', or ecstasy) in your **lifetime**?	☐	☐	☐	☐	☐	☐	☐
71. used MDMA ('X', 'E', or ecstasy) during the **past 30 days**?	☐	☐	☐	☐	☐	☐	☐

72. Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?

- ☐ None
- ☐ Once
- ☐ Twice
- ☐ 3-5 times
- ☐ 6-9 times
- ☐ 10 or more times

73. Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, or chewing tobacco)?

- ☐ Never
- ☐ Once or Twice
- ☐ Once in a while but not regularly
- ☐ Regularly in the past
- ☐ Regularly now

74. How frequently have you used smokeless tobacco during the past 30 days?

- ☐ Never
- ☐ Once or Twice
- ☐ Once or twice per week
- ☐ 3 to 5 times per week
- ☐ About once a day
- ☐ More than once a day

75. Have you ever smoked cigarettes?

- ☐ Never
- ☐ Once or Twice
- ☐ Once in a while but not regularly
- ☐ Regularly in the past
- ☐ Regularly now

76. During the past 30 days, on how many days did you smoke cigarettes?

- ☐ 0 days
- ☐ 1 or 2 days
- ☐ 3 to 5 days
- ☐ 6 to 9 days
- ☐ 10 to 19 days
- ☐ 20 to 29 days
- ☐ All 30 days

77. During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?

- ☐ I did not smoke cigarettes during the past 30 days
- ☐ Less than 1 cigarette per day
- ☐ 1 cigarette per day
- ☐ 2 to 5 cigarettes per day
- ☐ 6 to 10 cigarettes per day
- ☐ 11 to 20 cigarettes per day
- ☐ More than 20 cigarettes per day

78. Do you think that ceremonial use of tobacco among American Indian people promotes cigarette smoking as a habit?

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Probably not
- ☐ Definitely not

These questions ask about the neighborhood and community where you live.

79. How wrong would most adults (over 21) in your neighborhood think it is for kids your age:

	Not Wrong at All	A Little Bit Wrong	Wrong	Very Wrong
a. to use marijuana?	○	○	○	○
b. to drink alcohol?	○	○	○	○
c. to smoke cigarettes?	○	○	○	○

80. How much do each of the following statements describe your neighborhood?

	NO!	no	yes	YES!
a. crime and/or drug selling	○	○	○	○
b. fights	○	○	○	○
c. lots of empty or abandoned buildings	○	○	○	○
d. lots of graffiti	○	○	○	○

	NO!	no	yes	YES!
81. If I had to move, I would miss the neighborhood I now live in.	○	○	○	○
82. My neighbors notice when I am doing a good job and let me know about it.	○	○	○	○
83. I like my neighborhood.	○	○	○	○
84. There are lots of adults in my neighborhood I could talk to about something important.	○	○	○	○
85. I'd like to get out of my neighborhood.	○	○	○	○
86. There are people in my neighborhood who are proud of me when I do something well.	○	○	○	○
87. There are people in my neighborhood who encourage me to do my best.	○	○	○	○
88. I feel safe in my neighborhood.	○	○	○	○

89. Which of the following activities for people your age are available in your community?

a. sports teams	○ No	○ Yes
b. scouting	○ No	○ Yes
c. boys and girls clubs	○ No	○ Yes
d. 4-H clubs	○ No	○ Yes
e. service clubs	○ No	○ Yes

	NO!	no	yes	YES!
90. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	○	○	○	○
91. If a kid smoked cigarettes in your neighborhood, would he or she be caught by the police?	○	○	○	○
92. If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood would he or she be caught by the police?	○	○	○	○
93. If a kid carried a handgun in your neighborhood would he or she be caught by the police?	○	○	○	○

	Very Easy	Sort of Easy	Sort of Hard	Very Hard
94. If you wanted to get some cigarettes, how easy would it be for you to get some?	○	○	○	○
95. If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	○	○	○	○
96. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	○	○	○	○
97. If you wanted to get a handgun, how easy would it be for you to get one?	○	○	○	○
98. If you wanted to get some marijuana, how easy would it be for you to get some?	○	○	○	○
99. If you wanted to get some methamphetamines, how easy would it be for you to get some?	○	○	○	○

The next few questions ask about your family.

100. How wrong do your parents feel it would be for YOU to:

	Not Wrong at All	A Little Bit Wrong	Wrong	Very Wrong
a. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	○	○	○	○
b. smoke cigarettes?	○	○	○	○
c. use smokeless tobacco?	○	○	○	○
d. smoke marijuana?	○	○	○	○
e. steal something worth more than $5?	○	○	○	○
f. draw graffiti, write things, or draw pictures on buildings or other property (without the owner's permission)?	○	○	○	○
g. pick a fight with someone?	○	○	○	○

101. Have any of your brothers or sisters ever:

	I don't have any Brothers or Sisters	Yes	No
a. drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?	○	○	○
b. smoked marijuana?	○	○	○
c. used smokeless tobacco?	○	○	○
d. smoked cigarettes?	○	○	○
e. taken a handgun to school?	○	○	○
f. been suspended or expelled from school?	○	○	○

	NO!	no	yes	YES!
102. The rules in my family are clear.	○	○	○	○
103. People in my family often insult or yell at each other.	○	○	○	○
104. When I am not at home, one of my parents knows where I am and who I am with.	○	○	○	○
105. We argue about the same things in my family over and over.	○	○	○	○
106. If you drank some beer, wine, or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	○	○	○	○
107. My family has clear rules about alcohol and drug use.	○	○	○	○
108. My family has clear rules about cigarettes and tobacco use.	○	○	○	○
109. If you carried a handgun without your parents' permission, would you be caught by your parents?	○	○	○	○
110. If you skipped school would you be caught by your parents?	○	○	○	○
111. Do you feel very close to your mother?	○	○	○	○
112. Do you share your thoughts and feelings with your mother?	○	○	○	○
113. My parents ask me what I think before most family decisions affecting me are made.	○	○	○	○
114. Do you share your thoughts and feelings with your father?	○	○	○	○
115. Do you enjoy spending time with your mother?	○	○	○	○
116. Do you enjoy spending time with your father?	○	○	○	○
117. If I had a personal problem, I could ask my mom or dad for help.	○	○	○	○

	NO!	no	yes	YES!
118. Do you feel very close to your father?	○	○	○	○
119. My parents give me lots of chances to do fun things with them.	○	○	○	○
120. My parents ask if I've gotten my homework done.	○	○	○	○
121. People in my family have serious arguments.	○	○	○	○
122. Would your parents know if you did not come home on time?	○	○	○	○
123. It is important to be honest with your parents, even if they become upset or you get punished.	○	○	○	○

124. My parents notice when I am doing a good job and let me know about it.

○ Never or Almost Never ○ Often
○ Sometimes ○ All the Time

125. How often do your parents tell you they're proud of you for something you've done?

○ Never or Almost Never ○ Often
○ Sometimes ○ All the Time

126. How many brothers and sisters, including stepbrothers and stepsisters, do you have that are younger than you?

○ 0 ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 or more

127. How many brothers and sisters, including stepbrothers and stepsisters, do you have that are older than you?

○ 0 ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 or more

128. Have you changed homes in the past year (the last 12 months)

○ No ○ Yes

129. How many times have you changed homes since kindergarten?

○ Never ○ 5 or 6 times
○ 1 or 2 times ○ 7 or more times
○ 3 or 4 times

130. Have you changed schools (including changing from elementary to middle and middle to high school) in the past year?

○ No ○ Yes

131. How may times have you changed schools since kindergarten (including changing from elementary to middle and middle to high school)?

○ Never ○ 5 or 6 times
○ 1 or 2 times ○ 7 or more times
○ 3 or 4 times

132. Has anyone in your family ever had severe alcohol or drug problems?

○ No ○ Yes

133. About how many adults (over 21) have you known personally who in the past year have:

	Number of Adults				
	0	1	2	3-4	5+
a. used marijuana, crack, cocaine, or other drugs?	○	○	○	○	○
b. sold or dealt drugs?	○	○	○	○	○
c. done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging or assaulting others, etc.?	○	○	○	○	○
d. gotten drunk or high?	○	○	○	○	○

The next questions ask about tobacco use.

134. What rules does your school have about smoking or chewing tobacco on school property?

- ○ Smoking or chewing is not allowed on school property
- ○ Smoking or chewing is generally not allowed with a few exceptions
- ○ Smoking or chewing is allowed in some areas
- ○ There are no restrictions on smoking or chewing

135. During the past 30 days, have you seen any of the following groups smoking cigarettes on school property? (Mark all that apply)

- ○ Students
- ○ Teachers
- ○ Other people who work at school
- ○ People who don't work at school
- ○ I have not seen anybody smoking on school property

136. During the past 30 days, have you been with somebody who was smoking? This could be at home, school, or any other place (Mark all that apply)

- ○ Yes, I was in the same room
- ○ Yes, I was in a car
- ○ No, I was not around anybody who smoked

137. Do you think the smoke from other people's cigarettes is harmful to you?

- ○ Definitely yes
- ○ Probably yes
- ○ Probably not
- ○ Definitely not

138. Not counting yourself, does anyone who lives in your home do the following? (Mark all that apply)

- ○ Smoke cigarettes
- ○ Chew tobacco, snuff, or dip
- ○ No one smokes or chews tobacco in my home

139. During the past 30 days, how did you usually get your own chewing tobacco, snuff, or dip?

- ○ I did not use chew, snuff, or dip in the past 30 days
- ○ I bought it in a store
- ○ I stole it
- ○ I got if from someone else
- ○ I got it in some other way
- ○ I gave someone else money to buy it for me
- ○ A person 18 years old or older gave it to me

140. During the past 30 days, how did you usually get your own cigarettes?

- ○ I did not smoke cigarettes in the past 30 days
- ○ I bought them in a store
- ○ I stole them
- ○ I got them from someone else
- ○ I got them in some other way
- ○ I gave someone else money to buy them for me
- ○ A person 18 years old or older gave them to me

141. When you bought or tried to buy cigarettes in a store during the past 30 days, were you ever asked to show how old you were?

- ○ I did not buy cigarettes
- ○ No, I was not asked to show proof of my age
- ○ Yes, I was asked to show proof of my age

142. How honest were you in filling out this survey?

- ○ I was very honest
- ○ I was honest pretty much of the time
- ○ I was honest some of the time
- ○ I was honest once in a while
- ○ I was not honest at all

Thank you for completing the survey

133. About how many adults (over 21) have you known personally who in the past year have:

	Number of Adults				
	0	1	2	3-4	5+
a. used marijuana, crack, cocaine, or other drugs?	○	○	○	○	○
b. sold or dealt drugs?	○	○	○	○	○
c. done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging or assaulting others, etc.?	○	○	○	○	○
d. gotten drunk or high?	○	○	○	○	○

134. Is your use of alcohol or drugs causing problems in areas such as your feelings, emotions, family, friends, job, legal, school, health, financial status, or participation in athletic events?

- ○ I did not use alcohol or drugs
- ○ No problem
- ○ Slight problem
- ○ Moderate problem
- ○ Severe problem

135. In the past year, have you held a paying job while attending school?

- ○ No
- ○ Yes, 20 hours or less per week
- ○ Yes, more than 20 hours per week

136. Have you ever received an alcohol or drug related ticket?

- ○ No
- ○ Yes

137. Students have different ideas of what OTHER students think or do. What do you think is the percentage of Montana students your age who:

	None	1-20%	21-40%	41-60%	61-80%	81-100%
a. have smoked cigarettes in the past 30 days?	○	○	○	○	○	○
b. used smokeless tobacco in the past 30 days?	○	○	○	○	○	○
c. would say it is wrong to smoke cigarettes?	○	○	○	○	○	○

138. In your opinion, what percentage of parents gave a clear message about drug use to their children during the past three months? ○ ○ ○ ○ ○ ○

139. Sometimes students have problems they talk to an adult about. Is there an adult in your life you can talk to about your problems? (Mark all that apply)

- ○ No
- ○ Parent
- ○ Relative
- ○ Youth leader (scouts, church, etc.)
- ○ Teacher or counselor at school
- ○ Family Doctor
- ○ Other adult

140. In the past year, in which of the following activities have you PARTICIPATED?

a. sports teams	○ No	○ Yes
b. scouting	○ No	○ Yes
c. boys and girls clubs	○ No	○ Yes
d. 4-H clubs	○ No	○ Yes
e. service clubs (YMCA, FFA, DECA, etc.)	○ No	○ Yes
f. other clubs or activities	○ No	○ Yes

141. How often do you use each of the following to get information about news and current events?

	Never	A Few Times a Year	Once or Twice a Month	At Least Once a Week	Almost Every Day
a. Radio	○	○	○	○	○
b. TV	○	○	○	○	○
c. Newspaper	○	○	○	○	○
d. Magazines	○	○	○	○	○

142. How many hours do you estimate that you spend listening to the radio on an average DAY?

- ○ None
- ○ Half-hour or less
- ○ About one hour
- ○ About two hours
- ○ About three hours
- ○ About four hours
- ○ Five hours or more

143. How much TV do you estimate you watch on an average WEEKDAY?

- ○ None
- ○ Half-hour or less
- ○ About one hour
- ○ About two hours
- ○ About three hours
- ○ About four hours
- ○ Five hours or more

144. How much TV do you estimate you watch on an average WEEKEND (both Saturday and Sunday combined)?

- ○ None
- ○ Less than 1 hour
- ○ 1-2 hours
- ○ 3-4 hours
- ○ 5-6 hours
- ○ 7-8 hours
- ○ 9 hours or more

145. How honest were you in filling out this survey?

- ○ I was very honest
- ○ I was honest pretty much of the time
- ○ I was honest some of the time
- ○ I was honest once in a while
- ○ I was not honest at all

Thank you for completing the survey

Appendix B: Risk and Protective Factors and Their Associated Scales

Community Domain Protective Factors	**Protective Factor**	Associated Scales
	Community Opportunities for Prosocial Involvement	Community Opportunities for Prosocial Involvement
	Community Rewards for Prosocial Involvement	Community Rewards for Prosocial Involvement
Community Domain Risk Factors	**Risk Factor**	Associated Scales
	Low Neighborhood Attachment and Community Disorganization	Low Neighborhood Attachment Community Disorganization
	Transitions & Mobility	Transitions & Mobility
	Laws and Norms Favorable to Drug Use, Firearms, and Crime	Laws and Norms Favorable to Drug Use
	Availability of Drugs and Firearms	Perceived Availability of Drugs Perceived Availability of Handguns
	Media Portrayals of Violence	No Scale
	Extreme Economic Deprivation	No Scale
Family Domain Protective Factors	**Protective Factor**	Associated Scales
	Family Attachment	Family Attachment
	Family Opportunities for Positive Involvement	Family Opportunities for Positive Involvement
	Family Rewards for Positive Involvement	Family Rewards for Positive Involvement

Appendix B (Cont.): Risk and Protective Factors and Their Associated Scales

Family Domain Risk Factors	**Risk Factor**	Associated Scales
	Family Management Problems	Poor Family Management
	Family Conflict	Family Conflict
	Family Involvement in the Problem Behavior	Family History of Antisocial Behavior
	Favorable Parental Attitudes Towards The Problem Behavior	Parental Attitudes Favorable to Antisocial Behavior Parental Attitudes Favorable to Drug Use

School Domain Protective Factors	**Protective Factor**	Associated Scales
	School Opportunities for Prosocial Involvement	School Opportunities for Prosocial Involvement
	School Rewards for Prosocial Involvement	School Rewards for Prosocial Involvement

School Domain Risk Factors	**Risk Factor**	Associated Scales
	Academic Failure Beginning in Late Elementary School	Academic Failure
	Lack of Commitment to School	Low School Commitment

Appendix B (Cont.): Risk and Protective Factors and Their Associated Scales

Individual-Peer Protective Factors	**Protective Factor**	Associated Scales
	Religiosity	Religiosity
	Social Skills	Social Skills
	Belief in the Moral Order	Belief in the Moral Order
	Prosocial Involvement	Prosocial Involvement
	Rewards for Prosocial Involvement	Rewards for Prosocial Involvement
	Interaction with Prosocial Peers	Interaction with Prosocial Peers

Individual-Peer Risk Factors	**Risk Factor**	Associated Scales
	Rebelliousness	Rebelliousness
	Friends Who Engage in the Problem Behavior	Interaction with Antisocial Peers Friends' Use of Drugs Rewards for Antisocial Behavior
	Favorable Attitudes Towards the Problem Behavior	Attitudes Favorable Towards Antisocial Behavior Attitudes Favorable Towards Drug Use Perceived Risks of Drug Use Intention to Use
	Early Initiation of the Problem Behavior	Early Initiation of Drug Use Early Initiation of Antisocial Behavior
	Gang Involvement	Gang Involvement
	Constitutional Factors	Sensation Seeking Depressive Symptoms

Appendix C: Montana PNA Survey Results, Frequency and Percentage for Each Response Category

Question	Response	#	%
1. Are you?	**male**	9,097	49.9
	female	9,133	50.1
2. How old are you?	**12**	11	0.1
	13	2,612	14.0
	14	4,253	22.9
	15	2,557	13.8
	16	3,739	20.1
	17	2,278	12.3
	18	2,990	16.1
	19 or older	154	0.8
3. What grade are you in?	**8th**	7,165	38.5
	10th	6,223	33.5
	12th	5,206	28.0
4. What do you consider yourself to be? (Choose the one best answer)	**White, not of Hispanic Origin**	15,072	82.8
	Black or African American	184	1.0
	American Indian/Native American, Eskimo, or Aleut	1,564	8.6
	Spanish/Hispanic/Latino	560	3.1
	Asian	206	1.1
	Pacific Islander	118	0.6
	Other (Please Specify____)	499	2.7

Question	Response	#	%
5. What is the highest level of schooling your mother or father completed?	**Completed grade school or less**	226	1.2
	Some high school	1,331	7.3
	Completed high school	3,356	18.4
	Some college	2,964	16.2
	Completed college	6,295	34.4
	Graduate or professional school after college	2,279	12.5
	Don't know	1,683	9.2
	Does not apply	150	0.8
6. Think of where you live most of the time. Which of the following people live there with you? (Choose all that apply.)	**Mother lives with you**	15,978	85.9
	Stepmother lives with you	901	4.8
	Foster Mother lives with you	126	0.7
	Grandmother lives with you	994	5.3
	Aunt lives with you	363	2.0
	Father lives with you	12,531	67.4
	Stepfather lives with you	2,231	12.0
	Foster Father lives with you	112	0.6
	Grandfather lives with you	574	3.1
	Uncle lives with you	369	2.0
	Other adults live with you	454	2.4
	Brother(s) live with you	8,160	43.9
	Stepbrother(s) live with you	672	3.6
	Sister(s) live with you	7,711	41.5
	Stepsister(s) live with you	604	3.2
	Other children live with you	785	4.2

Question	Response	#	%
7. In my school, students have lots of chances to help decide things like class activities and rules.	**NO!**	2,185	11.9
	no	6,599	35.8
	yes	8,377	45.5
	YES!	1,267	6.9
8. Teachers ask me to work on special classroom projects.	**NO!**	2,064	11.2
	no	8,992	49.0
	yes	6,470	35.2
	YES!	834	4.5
9. My teacher(s) notices when I am doing a good job and lets me know about it.	**NO!**	984	5.4
	no	3,987	21.8
	yes	10,534	57.5
	YES!	2,819	15.4
10. There are a lot of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	**NO!**	281	1.5
	no	907	4.9
	yes	7,444	40.5
	YES!	9,768	53.1
11. There are lots of chances for students in my school to talk with a teacher one-on-one.	**NO!**	589	3.2
	no	2,997	16.3
	yes	10,209	55.6
	YES!	4,569	24.9
12. I feel safe at my school.	**NO!**	711	3.9
	no	1,824	10.0
	yes	10,539	57.6
	YES!	5,225	28.6

Question	Response	#	%
13. The school lets my parents know when I have done something well.	**NO!**	3,345	18.4
	no	8,388	46.0
	yes	5,251	28.8
	YES!	1,243	6.8
14. My teachers praise me when I work hard in school.	**NO!**	1,901	10.4
	no	7,213	39.5
	yes	7,764	42.5
	YES!	1,371	7.5
15. Are your school grades better than the grades of most students in your class?	**NO!**	1,646	9.0
	no	5,735	31.3
	yes	7,787	42.5
	YES!	3,137	17.1
16. I have lots of chances to be part of class discussions or activities.	**NO!**	530	2.9
	no	2,250	12.3
	yes	11,688	63.9
	YES!	3,810	20.8
17. Now think back over the past year in school, how often did you:			
a. enjoy being in school?	**Never**	1,271	6.9
	Seldom	2,671	14.6
	Sometimes	7,190	39.3
	Often	5,092	27.8
	Almost Always	2,094	11.4
b. hate being in school?	**Never**	1,046	5.7
	Seldom	5,116	28.1
	Sometimes	6,754	37.1
	Often	3,576	19.6
	Almost Always	1,718	9.4

Question		Response	#	%
c.	try to do your best work in school?	Never	184	1.0
		Seldom	796	4.4
		Sometimes	3,600	19.9
		Often	6,634	36.6
		Almost Always	6,899	38.1
18.	How often do you feel that the school work you are assigned is meaningful and important?	Never	1,162	6.4
		Seldom	4,077	22.5
		Sometimes	6,840	37.8
		Often	4,467	24.7
		Almost Always	1,559	8.6
19.	Putting them all together, what were your grades like last year?	Mostly F's	265	1.5
		Mostly D's	857	4.7
		Mostly C's	3,790	20.9
		Mostly B's	6,717	37.1
		Mostly A's	6,491	35.8
20.	How important do you think the things you are learning in school are going to be for your later life?	Very important	3,405	18.6
		Quite important	5,219	28.5
		Fairly important	6,094	33.3
		Slightly important	3,073	16.8
		Not at all important	504	2.8
21.	How interesting are most of your courses to you?	Very interesting and stimulating	843	4.6
		Quite interesting	3,995	21.9
		Fairly interesting	7,698	42.2
		Slightly Dull	4,341	23.8
		Very Dull	1,368	7.5

Question		Response	#	%
22.	During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or "cut"?	none	13,262	72.8
		1	2,055	11.3
		2	1,131	6.2
		3	725	4.0
		4 to 5	615	3.4
		6 to 10	249	1.4
		11 or more	190	1.0
23.	Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have...			
a.	participated in clubs, organizations or activities at school?	0 Friends	2,077	11.5
		1 Friend	2,345	13.0
		2 Friends	3,355	18.6
		3 Friends	2,922	16.2
		4 Friends	7,297	40.5
b.	smoked cigarettes?	0 Friends	9,881	55.0
		1 Friend	2,940	16.4
		2 Friends	1,946	10.8
		3 Friends	1,204	6.7
		4 Friends	1,984	11.1
c.	tried beer, wine or hard liquor (for example, vodka, whiskey, or gin) when their parents didn't know about it?	0 Friends	5,407	30.2
		1 Friend	2,417	13.5
		2 Friends	2,431	13.6
		3 Friends	2,024	11.3
		4 Friends	5,647	31.5
d.	made a commitment to stay drug free?	0 Friends	5,037	28.2
		1 Friend	3,005	16.8
		2 Friends	2,208	12.4
		3 Friends	1,950	10.9
		4 Friends	5,657	31.7

Question	Response	#	%
e. used marijuana?	**0 Friends**	9,874	55.4
	1 Friend	2,354	13.2
	2 Friends	1,754	9.8
	3 Friends	1,332	7.5
	4 Friends	2,518	14.1
f. tried to do well in school?	**0 Friends**	625	3.5
	1 Friend	1,197	6.7
	2 Friends	2,842	16.0
	3 Friends	4,051	22.8
	4 Friends	9,083	51.0
g. used LSD, cocaine, amphetamines, or other illegal drugs?	**0 Friends**	15,033	84.0
	1 Friend	1,444	8.1
	2 Friends	621	3.5
	3 Friends	296	1.7
	4 Friends	513	2.9
h. been suspended from school?	**0 Friends**	12,693	71.1
	1 Friend	2,717	15.2
	2 Friends	1,290	7.2
	3 Friends	505	2.8
	4 Friends	657	3.7
i. liked school?	**0 Friends**	4,619	26.0
	1 Friend	2,599	14.6
	2 Friends	4,067	22.8
	3 Friends	3,078	17.3
	4 Friends	3,437	19.3

Question	Response	#	%
j. carried a handgun?	**0 Friends**	16,241	91.2
	1 Friend	648	3.6
	2 Friends	346	1.9
	3 Friends	164	0.9
	4 Friends	414	2.3
k. sold illegal drugs?	**0 Friends**	15,003	84.6
	1 Friend	1,327	7.5
	2 Friends	706	4.0
	3 Friends	282	1.6
	4 Friends	416	2.3
l. regularly attended religious services?	**0 Friends**	4,762	26.8
	1 Friend	4,266	24.0
	2 Friends	4,307	24.3
	3 Friends	2,358	13.3
	4 Friends	2,067	11.6
m. stolen or tried to steal a motor vehicle such as a car or motorcycle?	**0 Friends**	16,379	91.5
	1 Friend	901	5.0
	2 Friends	313	1.7
	3 Friends	120	0.7
	4 Friends	190	1.1
n. been arrested?	**0 Friends**	14,086	79.0
	1 Friend	1,965	11.0
	2 Friends	964	5.4
	3 Friends	352	2.0
	4 Friends	453	2.5

Question	Response	#	%
o. dropped out of school?	0 Friends	15,700	88.0
	1 Friend	1,454	8.2
	2 Friends	392	2.2
	3 Friends	121	0.7
	4 Friends	167	0.9
24. What are the chances you would be seen as cool if you…			
a. smoked cigarettes?	No or Very Little Chance	11,071	62.3
	Little Chance	3,937	22.2
	Some Chance	1,857	10.5
	Pretty Good Chance	595	3.3
	Very Good Chance	310	1.7
b. worked hard at school?	No or Very Little Chance	2,260	12.9
	Little Chance	3,430	19.5
	Some Chance	5,326	30.3
	Pretty Good Chance	4,243	24.1
	Very Good Chance	2,328	13.2
c. began drinking alcohol beverages regularly, that is, at least once or twice a month?	No or Very Little Chance	6,067	34.6
	Little Chance	3,038	17.3
	Some Chance	3,457	19.7
	Pretty Good Chance	3,281	18.7
	Very Good Chance	1,711	9.7
d. defend someone being verbally abused at school?	No or Very Little Chance	2,168	12.4
	Little Chance	2,963	16.9
	Some Chance	5,194	29.6
	Pretty Good Chance	4,423	25.2
	Very Good Chance	2,781	15.9

Question	Response	#	%
e. smoked marijuana?	No or Very Little Chance	9,423	54.0
	Little Chance	3,009	17.2
	Some Chance	2,480	14.2
	Pretty Good Chance	1,478	8.5
	Very Good Chance	1,065	6.1
f. use smokeless tobacco?	No or Very Little Chance	11,057	63.8
	Little Chance	3,230	18.7
	Some Chance	1,774	10.2
	Pretty Good Chance	773	4.5
	Very Good Chance	484	2.8
g. carried a handgun?	No or Very Little Chance	14,249	82.5
	Little Chance	1,590	9.2
	Some Chance	775	4.5
	Pretty Good Chance	295	1.7
	Very Good Chance	357	2.1
h. regularly volunteered to do community services?	No or Very Little Chance	5,422	31.3
	Little Chance	4,164	24.0
	Some Chance	4,365	25.2
	Pretty Good Chance	2,139	12.3
	Very Good Chance	1,246	7.2

Question	Response	#	%
25. How old were you when you first:			
a. smoked marijuana?	**Never have**	12,449	68.4
	8 or younger	263	1.4
	9 or 10	317	1.7
	11	359	2.0
	12	650	3.6
	13	1,047	5.8
	14	999	5.5
	15	1,104	6.1
	16	618	3.4
	17 or Older	400	2.2
b. smoked a cigarette, even just a puff?	**Never have**	10,300	56.9
	8 or younger	1,358	7.5
	9 or 10	1,114	6.2
	11	758	4.2
	12	993	5.5
	13	1,010	5.6
	14	815	4.5
	15	813	4.5
	16	500	2.8
	17 or Older	439	2.4
c. had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)?	**Never have**	5,680	31.2
	8 or younger	1,503	8.3
	9 or 10	1,123	6.2
	11	960	5.3
	12	1,540	8.5
	13	2,175	12.0
	14	1,973	10.9
	15	1,809	9.9
	16	899	4.9
	17 or Older	524	2.9
d. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	**Never have**	11,853	65.2
	8 or younger	87	0.5
	9 or 10	108	0.6
	11	187	1.0
	12	428	2.4
	13	855	4.7
	14	1,168	6.4
	15	1,568	8.6
	16	1,108	6.1
	17 or Older	813	4.5
e. used smokeless tobacco (dip, snuff, chew)?	**Never have**	14,605	80.6
	8 or younger	234	1.3
	9 or 10	191	1.1
	11	173	1.0
	12	317	1.7
	13	498	2.7
	14	564	3.1
	15	723	4.0
	16	466	2.6
	17 or Older	356	2.0
f. used methamphetamines (meth, ice, crystal, or speed)?	**Never have**	17,325	96.1
	8 or younger	34	0.2
	9 or 10	10	0.1
	11	21	0.1
	12	43	0.2
	13	98	0.5
	14	119	0.7
	15	136	0.8
	16	140	0.8
	17 or Older	111	0.6

Question	Response	#	%
g. got suspended from school?	Never have	14,390	80.3
	8 or younger	423	2.4
	9 or 10	426	2.4
	11	398	2.2
	12	518	2.9
	13	656	3.7
	14	446	2.5
	15	342	1.9
	16	192	1.1
	17 or Older	137	0.8
h. got arrested?	Never have	15,872	89.2
	8 or younger	101	0.6
	9 or 10	97	0.5
	11	120	0.7
	12	201	1.1
	13	327	1.8
	14	296	1.7
	15	358	2.0
	16	207	1.2
	17 or Older	220	1.2
i. carried a handgun?	Never have	16,317	91.4
	8 or younger	351	2.0
	9 or 10	166	0.9
	11	140	0.8
	12	228	1.3
	13	219	1.2
	14	156	0.9
	15	116	0.7
	16	85	0.5
	17 or Older	72	0.4

Question	Response	#	%
j. attacked someone with the idea of seriously hurting them?	Never have	14,971	83.3
	8 or younger	528	2.9
	9 or 10	325	1.8
	11	259	1.4
	12	398	2.2
	13	472	2.6
	14	375	2.1
	15	320	1.8
	16	208	1.2
	17 or Older	117	0.7
26. How wrong do you think it is for someone your age to:			
a. take a handgun to school?	Very Wrong	15,858	88.3
	Wrong	1,627	9.1
	A Little Bit Wrong	337	1.9
	Not Wrong at All	139	0.8
b. steal anything worth more than $5?	Very Wrong	8,704	49.1
	Wrong	6,574	37.0
	A Little Bit Wrong	2,089	11.8
	Not Wrong at All	378	2.1
c. pick a fight with someone?	Very Wrong	4,068	23.2
	Wrong	6,578	37.5
	A Little Bit Wrong	5,554	31.6
	Not Wrong at All	1,357	7.7
d. attack someone with the idea of seriously hurting them?	Very Wrong	10,652	60.8
	Wrong	4,659	26.6
	A Little Bit Wrong	1,649	9.4
	Not Wrong at All	566	3.2

Question	Response	#	%
e. stay away from school all day when their parents think they are at school?	**Very Wrong**	6,811	38.6
	Wrong	6,346	36.0
	A Little Bit Wrong	3,607	20.4
	Not Wrong at All	885	5.0
f. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	**Very Wrong**	6,675	38.0
	Wrong	4,178	23.8
	A Little Bit Wrong	4,414	25.2
	Not Wrong at All	2,277	13.0
g. smoke cigarettes?	**Very Wrong**	8,975	52.2
	Wrong	4,084	23.8
	A Little Bit Wrong	2,458	14.3
	Not Wrong at All	1,673	9.7
h. smoke marijuana?	**Very Wrong**	10,126	59.6
	Wrong	2,886	17.0
	A Little Bit Wrong	2,144	12.6
	Not Wrong at All	1,831	10.8
i. use LSD, cocaine, amphetamines or another illegal drug?	**Very Wrong**	15,207	88.6
	Wrong	1,259	7.3
	A Little Bit Wrong	415	2.4
	Not Wrong at All	274	1.6
27. At school during the past year, did you receive help from the resource teacher or other special education teacher?	**No**	13,589	86.3
	Yes	2,160	13.7

Question	Response	#	%
28. How many times have you done the following things:			
a. done what feels good no matter what?	**Once a week or more**	5,264	29.4
	2 or 3 times a month	3,199	17.9
	About once a month	2,220	12.4
	Less than once a month	2,262	12.6
	Done it, but not in the past year	1,832	10.2
	Never	3,136	17.5
b. done something dangerous because someone dared you to do it?	**Once a week or more**	1,066	5.9
	2 or 3 times a month	1,348	7.5
	About once a month	1,718	9.5
	Less than once a month	2,750	15.3
	Done it, but not in the past year	4,667	25.9
	Never	6,466	35.9
c. done crazy things even if they are a little dangerous?	**Once a week or more**	2,426	13.5
	2 or 3 times a month	2,389	13.3
	About once a month	2,353	13.1
	Less than once a month	3,257	18.1
	Done it, but not in the past year	4,102	22.8
	Never	3,473	19.3
29. How many times in the past year (12 months) have you:			
a. been suspended from school?	**Never**	16,145	89.6
	1 or 2 Times	1,479	8.2
	3 to 5 Times	240	1.3
	6 to 9 Times	81	0.5
	10 to 19 Times	36	0.2
	20 to 29 Times	10	0.1
	30 to 39 Times	4	0.0
	40+ Times	30	0.2

Question	Response	#	%
b. carried a handgun?	**Never**	16,304	92.1
	1 or 2 Times	463	2.6
	3 to 5 Times	259	1.5
	6 to 9 Times	166	0.9
	10 to 19 Times	142	0.8
	20 to 29 Times	93	0.5
	30 to 39 Times	35	0.2
	40+ Times	244	1.4
c. sold illegal drugs?	**Never**	16,257	93.0
	1 or 2 Times	445	2.5
	3 to 5 Times	214	1.2
	6 to 9 Times	137	0.8
	10 to 19 Times	122	0.7
	20 to 29 Times	80	0.5
	30 to 39 Times	26	0.1
	40+ Times	200	1.1
d. stolen or tried to steal a motor vehicle such as a car or motorcycle?	**Never**	17,392	96.6
	1 or 2 Times	395	2.2
	3 to 5 Times	83	0.5
	6 to 9 Times	44	0.2
	10 to 19 Times	30	0.2
	20 to 29 Times	17	0.1
	30 to 39 Times	3	0.0
	40+ Times	46	0.3

Question	Response	#	%
e. participated in clubs, organizations or activities at school?	**Never**	3,477	19.5
	1 or 2 Times	3,391	19.0
	3 to 5 Times	2,474	13.9
	6 to 9 Times	1,538	8.6
	10 to 19 Times	1,418	8.0
	20 to 29 Times	989	5.6
	30 to 39 Times	635	3.6
	40+ Times	3,886	21.8
f. been arrested?	**Never**	16,255	92.3
	1 or 2 Times	1,065	6.0
	3 to 5 Times	156	0.9
	6 to 9 Times	56	0.3
	10 to 19 Times	25	0.1
	20 to 29 Times	20	0.1
	30 to 39 Times	9	0.1
	40+ Times	34	0.2
g. done extra work on your own for school?	**Never**	4,201	23.8
	1 or 2 Times	3,929	22.3
	3 to 5 Times	2,859	16.2
	6 to 9 Times	2,028	11.5
	10 to 19 Times	1,807	10.2
	20 to 29 Times	1,113	6.3
	30 to 39 Times	464	2.6
	40+ Times	1,239	7.0

Question	Response	#	%
h. attacked someone with the idea of seriously hurting them?	**Never**	15,335	86.9
	1 or 2 Times	1,539	8.7
	3 to 5 Times	358	2.0
	6 to 9 Times	140	0.8
	10 to 19 Times	90	0.5
	20 to 29 Times	59	0.3
	30 to 39 Times	24	0.1
	40+ Times	102	0.6
i. been drunk or high at school?	**Never**	14,190	80.4
	1 or 2 Times	1,416	8.0
	3 to 5 Times	598	3.4
	6 to 9 Times	366	2.1
	10 to 19 Times	333	1.9
	20 to 29 Times	175	1.0
	30 to 39 Times	77	0.4
	40+ Times	498	2.8
j. volunteered to do community service?	**Never**	8,259	47.2
	1 or 2 Times	3,433	19.6
	3 to 5 Times	1,985	11.4
	6 to 9 Times	1,346	7.7
	10 to 19 Times	1,005	5.7
	20 to 29 Times	591	3.4
	30 to 39 Times	280	1.6
	40+ Times	588	3.4

Question	Response	#	%
k. taken a handgun to school?	**Never**	17,265	99.1
	1 or 2 Times	57	0.3
	3 to 5 Times	21	0.1
	6 to 9 Times	18	0.1
	10 to 19 Times	6	0.0
	20 to 29 Times	6	0.0
	30 to 39 Times	7	0.0
	40+ Times	46	0.3
30. Are you currently on probation with Juvenile Court?	**No**	17,437	96.2
	Yes	683	3.8
31. Have you ever belonged to a gang?	**No**	16,370	90.3
	No, but would like to	374	2.1
	Yes, in the past	838	4.6
	Yes, belong now	503	2.8
	Yes, but would like to get out	43	0.2
32. You're looking at CD's in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says, "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees and no other customers. What would you do now?	**Ignore her**	4,129	22.6
	Grab a CD and leave the store	2,176	11.9
	Tell her to put the CD back	6,482	35.5
	Act like it is a joke, and ask her to put the CD back	5,476	30.0
33. You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?	**Push the person back**	2,327	12.8
	Say "Excuse me" and keep on walking	8,599	47.4
	Say "Watch where you are going" and keep on walking	4,188	23.1
	Swear at the person and walk away	3,035	16.7

Question	Response	#	%
34. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?	**Drink it**	7,793	43.0
	Tell your friend, "No thanks, I don't drink" and suggest that you and your friend go and do something else.	4,364	24.1
	Just say, "No thanks" and walk away	4,337	23.9
	Make up a good excuse, tell your friend you had something else to do, and leave.	1,649	9.1
35. It's 8:00 on a weeknight and you are about to go over to a friend's home when your mother asks you where you are going. You say "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?	**Leave the house anyway**	1,412	7.8
	Explain what you are going to do with your friends, tell her when you will get home, and ask if you can go out	13,311	73.6
	Say nothing and start watching TV	1,578	8.7
	Get into an argument with her	1,789	9.9
36. How often do you attend religious services or activities?	**Never**	4,274	23.6
	Rarely	5,221	28.8
	1-2 times a month	2,660	14.7
	About once a week or more	5,951	32.9
37. I do the opposite of what people tell me, just to get them mad.	**Very False**	6,065	33.7
	Somewhat False	5,984	33.2
	Somewhat True	5,378	29.9
	Very True	579	3.2
38. I like to see how much I can get away with.	**Very False**	5,424	30.2
	Somewhat False	5,294	29.5
	Somewhat True	5,790	32.2
	Very True	1,457	8.1

Question	Response	#	%
39. I ignore the rules that get in my way.	**Very False**	6,022	33.3
	Somewhat False	6,136	33.9
	Somewhat True	4,934	27.3
	Very True	994	5.5
40. I think sometimes it's okay to cheat at school.	**NO!**	4,561	25.1
	no	6,634	36.6
	yes	5,895	32.5
	YES!	1,051	5.8
41. It is important to think before you act.	**NO!**	266	1.5
	no	931	5.2
	yes	8,719	48.4
	YES!	8,088	44.9
42. Sometimes I think that life is not worth it.	**NO!**	7,878	44.3
	no	4,572	25.7
	yes	3,920	22.0
	YES!	1,432	8.0
43. At times I think I am no good at all.	**NO!**	5,017	28.1
	no	5,591	31.3
	yes	5,555	31.1
	YES!	1,696	9.5
44. All in all, I am inclined to think I am a failure.	**NO!**	7,905	44.1
	no	6,670	37.2
	yes	2,469	13.8
	YES!	886	4.9

Question	Response	#	%
45. In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes?	**NO!**	5,392	30.0
	no	5,626	31.3
	yes	4,537	25.2
	YES!	2,433	13.5
46. It is all right to beat up people if they start a fight.	**NO!**	4,451	24.7
	no	4,667	25.9
	yes	5,229	29.1
	YES!	3,646	20.3
47. I think it is okay to take something without asking if you can get away with it.	**NO!**	8,507	47.3
	no	7,440	41.4
	yes	1,620	9.0
	YES!	404	2.2
48. Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:			
a. smoke cigarettes	**NO!**	12,946	72.1
	no	3,385	18.8
	yes	1,235	6.9
	YES!	400	2.2
b. use smokeless tobacco?	**NO!**	13,883	77.7
	no	2,913	16.3
	yes	723	4.0
	YES!	340	1.9
c. drink beer, wine, or liquor	**NO!**	3,552	20.0
	no	2,632	14.8
	yes	7,907	44.5
	YES!	3,681	20.7

Question	Response	#	%
d. smoke marijuana	**NO!**	12,672	71.2
	no	2,855	16.1
	yes	1,424	8.0
	YES!	836	4.7
e. use LSD, cocaine, amphetamines or other illegal drugs	**NO!**	16,107	90.1
	no	1,440	8.1
	yes	231	1.3
	YES!	101	0.6
49. How much do you think people risk harming themselves (physically or in other ways) if they:			
a. smoke one or more packs of cigarettes per day?	**No risk**	413	2.3
	Slight risk	968	5.4
	Moderate risk	3,878	21.7
	Great risk	12,578	70.5
b. use smokeless tobacco?	**No risk**	579	3.3
	Slight risk	2,603	14.8
	Moderate risk	6,713	38.3
	Great risk	7,642	43.6
c. try marijuana once or twice?	**No risk**	3,733	21.3
	Slight risk	4,922	28.1
	Moderate risk	3,764	21.5
	Great risk	5,100	29.1
d. smoke marijuana regularly?	**No risk**	1,046	6.1
	Slight risk	2,284	13.3
	Moderate risk	3,709	21.6
	Great risk	10,147	59.0

Question	Response	#	%
e. take one or more drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	**No risk**	2,115	12.0
	Slight risk	4,958	28.2
	Moderate risk	5,927	33.7
	Great risk	4,572	26.0
f. use methamphetamines (meth, ice, crystal, or speed)?	**No risk**	501	2.8
	Slight risk	181	1.0
	Moderate risk	558	3.2
	Great risk	16,374	93.0
50-69: On how many occasions (if any) have you:			
50. had alcoholic beverages beer, wine or hard liquor) to drink in your lifetime - more than just a few sips?	**0 Occasions**	5,889	32.6
	1-2 Occasions	2,633	14.6
	3-5 Occasions	1,858	10.3
	6-9 Occasions	1,357	7.5
	10-19 Occasions	1,681	9.3
	20-39 Occasions	1,544	8.5
	40+ Occasions	3,114	17.2
51. had beer, wine or hard liquor to drink during the past 30 days?	**0 Occasions**	11,062	62.1
	1-2 Occasions	3,131	17.6
	3-5 Occasions	1,504	8.4
	6-9 Occasions	945	5.3
	10-19 Occasions	681	3.8
	20-39 Occasions	215	1.2
	40+ Occasions	264	1.5

Question	Response	#	%
52. used marijuana in your lifetime?	**0 Occasions**	12,176	69.1
	1-2 Occasions	1,211	6.9
	3-5 Occasions	738	4.2
	6-9 Occasions	548	3.1
	10-19 Occasions	712	4.0
	20-39 Occasions	511	2.9
	40+ Occasions	1,720	9.8
53. used marijuana during the past 30 days?	**0 Occasions**	14,941	85.4
	1-2 Occasions	872	5.0
	3-5 Occasions	425	2.4
	6-9 Occasions	281	1.6
	10-19 Occasions	333	1.9
	20-39 Occasions	241	1.4
	40+ Occasions	409	2.3
54. used LSD or other psychedelics in your lifetime?	**0 Occasions**	16,697	95.7
	1-2 Occasions	354	2.0
	3-5 Occasions	164	0.9
	6-9 Occasions	92	0.5
	10-19 Occasions	75	0.4
	20-39 Occasions	26	0.2
	40+ Occasions	32	0.2
55. used LSD or other psychedelics in the past 30 days?	**0 Occasions**	17,173	98.7
	1-2 Occasions	150	0.9
	3-5 Occasions	40	0.2
	6-9 Occasions	16	0.1
	10-19 Occasions	4	0.0
	20-39 Occasions	3	0.0
	40+ Occasions	8	0.0

Question	Response	#	%
56. used cocaine or other crack in your lifetime?	**0 Occasions**	16,569	95.8
	1-2 Occasions	380	2.2
	3-5 Occasions	118	0.7
	6-9 Occasions	74	0.4
	10-19 Occasions	60	0.3
	20-39 Occasions	39	0.2
	40+ Occasions	59	0.3
57. used cocaine or other crack in the past 30 days?	**0 Occasions**	17,120	98.8
	1-2 Occasions	122	0.7
	3-5 Occasions	34	0.2
	6-9 Occasions	22	0.1
	10-19 Occasions	11	0.1
	20-39 Occasions	7	0.0
	40+ Occasions	10	0.1
58. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime?	**0 Occasions**	14,929	85.4
	1-2 Occasions	1,438	8.2
	3-5 Occasions	497	2.8
	6-9 Occasions	257	1.5
	10-19 Occasions	162	0.9
	20-39 Occasions	82	0.5
	40+ Occasions	119	0.7
59. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in the past 30 days?	**0 Occasions**	17,138	96.5
	1-2 Occasions	406	2.3
	3-5 Occasions	102	0.6
	6-9 Occasions	52	0.3
	10-19 Occasions	24	0.1
	20-39 Occasions	7	0.0
	40+ Occasions	25	0.1

Question	Response	#	%
60. used phenoxydine (pox, px, breeze) in your lifetime?	**0 Occasions**	17,175	100.0
61. used phenoxydine (pox, px, breeze) in the past 30 days?	**0 Occasions**	17,057	100.0
62. used methamphetamines (meth, speed, crank, crystal meth) in your lifetime?	**0 Occasions**	16,392	96.6
	1-2 Occasions	269	1.6
	3-5 Occasions	101	0.6
	6-9 Occasions	52	0.3
	10-19 Occasions	56	0.3
	20-39 Occasions	36	0.2
	40+ Occasions	64	0.4
63. used methamphetamines (meth, speed, crank, crystal meth) during the past 30 days?	**0 Occasions**	16,849	99.3
	1-2 Occasions	66	0.4
	3-5 Occasions	23	0.1
	6-9 Occasions	12	0.1
	10-19 Occasions	7	0.0
	20-39 Occasions	4	0.0
	40+ Occasions	2	0.0
64. used stimulants other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them, in your lifetime?	**0 Occasions**	15,996	93.4
	1-2 Occasions	466	2.7
	3-5 Occasions	237	1.4
	6-9 Occasions	160	0.9
	10-19 Occasions	106	0.6
	20-39 Occasions	64	0.4
	40+ Occasions	100	0.6

Question	Response	#	%
65. used stimulants other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them, during the past 30 days?	**0 Occasions**	17,221	97.8
	1-2 Occasions	221	1.3
	3-5 Occasions	81	0.5
	6-9 Occasions	37	0.2
	10-19 Occasions	23	0.1
	20-39 Occasions	11	0.1
	40+ Occasions	10	0.1
66. used sedatives (tranquilizers, such as valium or xanax, barbituates, or sleeping pills) without a doctor telling you to take them, in your lifetime?	**0 Occasions**	14,909	86.7
	1-2 Occasions	957	5.6
	3-5 Occasions	483	2.8
	6-9 Occasions	303	1.8
	10-19 Occasions	249	1.4
	20-39 Occasions	129	0.8
	40+ Occasions	174	1.0
67. used sedatives (tranquilizers, such as valium or xanax, barbituates, or sleeping pills) without a doctor telling you to take them, in the past 30 days?	**0 Occasions**	16,202	94.6
	1-2 Occasions	541	3.2
	3-5 Occasions	177	1.0
	6-9 Occasions	107	0.6
	10-19 Occasions	49	0.3
	20-39 Occasions	30	0.2
	40+ Occasions	16	0.1
68. used heroin or other opiates in your lifetime?	**0 Occasions**	16,621	98.1
	1-2 Occasions	162	1.0
	3-5 Occasions	52	0.3
	6-9 Occasions	34	0.2
	10-19 Occasions	32	0.2
	20-39 Occasions	17	0.1
	40+ Occasions	33	0.2

Question	Response	#	%
69. used heroin or other opiates in the past 30 days?	**0 Occasions**	16,716	99.5
	1-2 Occasions	43	0.3
	3-5 Occasions	20	0.1
	6-9 Occasions	9	0.1
	10-19 Occasions	9	0.1
	20-39 Occasions	2	0.0
	40+ Occasions	7	0.0
70. used ecstasy (“X”, “E”, “MDMA”) in your lifetime?	**0 Occasions**	16,190	96.4
	1-2 Occasions	344	2.1
	3-5 Occasions	109	0.7
	6-9 Occasions	54	0.3
	10-19 Occasions	43	0.3
	20-39 Occasions	20	0.1
	40+ Occasions	28	0.2
71. used ecstasy (“X”, “E”, “MDMA”) in the past 30 days?	**0 Occasions**	16,756	99.1
	1-2 Occasions	90	0.5
	3-5 Occasions	23	0.1
	6-9 Occasions	12	0.1
	10-19 Occasions	7	0.0
	20-39 Occasions	4	0.0
	40+ Occasions	9	0.1
72. How many times have you had 5 or more drinks	**None**	13,401	75.2
	Once	1,608	9.0
	Twice	1,106	6.2
	3-5 times	1,054	5.9
	6-9 times	302	1.7
	10 or more times	359	2.0

Question	Response	#	%
73. Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, or chewing tobacco)?	**Never**	13,827	78.0
	Once or Twice	1,900	10.7
	Once in a while but not regularly	931	5.3
	Regularly in the past	452	2.6
	Regularly now	618	3.5
74. How frequently have you used smokeless tobacco during the past 30 days?	**Never**	15,996	90.7
	Once or Twice	720	4.1
	Once or twice per week	172	1.0
	About once a day	152	0.9
	More than once a day	148	0.8
75. Have you ever smoked cigarettes?	**Never**	10,469	59.8
	Once or Twice	3,068	17.5
	Once in a while but not regularly	1,765	10.1
	Regularly in the past	1,070	6.1
	Regularly now	1,134	6.5
76. During the past 30 days, on how many days did you smoke cigarettes?	**0 days**	14,727	82.7
	1 or 2 days	965	5.4
	3 to 5 days	485	2.7
	6 to 9 days	260	1.5
	10 to 19 days	329	1.8
	20 to 29 days	325	1.8
	All 30 days	709	4.0
77. During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?	**Not at all**	14,563	82.3
	Less than 1 cigarette per day	834	4.7
	1 cigarette per day	610	3.4
	2 to 5 cigarettes per day	1,177	6.7
	6 to 10 cigarettes per day	337	1.9
	11 to 20 cigarettes per day	126	0.7
	More than 20 cigarettes per day	49	0.3

Question	Response	#	%
78. Do you think that ceremonial use of tobacco among American Indian people promotes cigarette smoking as a habit?	**Definitely yes**	2,712	15.3
	Probably yes	5,144	29.1
	Probably not	6,485	36.7
	Definitely not	3,336	18.9
79. How wrong would most adults in your neighborhood think it is for kids your age:			
a. to use marijuana?	**Very wrong**	12,027	68.0
	Wrong	3,618	20.5
	A little bit wrong	1,513	8.6
	Not wrong at all	529	3.0
b. to drink alcohol?	**Very wrong**	6,827	38.8
	Wrong	5,298	30.1
	A little bit wrong	4,224	24.0
	Not wrong at all	1,236	7.0
c. to smoke cigarettes?	**Very wrong**	8,833	50.3
	Wrong	4,901	27.9
	A little bit wrong	2,708	15.4
	Not wrong at all	1,114	6.3
80. How much do each of the following statements describe your neighborhood?			
a. crime and/or drug selling	**NO!**	11,748	66.6
	no	3,661	20.8
	yes	1,692	9.6
	YES!	543	3.1
b. fights	**NO!**	10,590	60.6
	no	4,294	24.6
	yes	2,043	11.7
	YES!	551	3.2

Question	Response	#	%
c. lots of empty or abandoned buildings	**NO!**	11,977	68.6
	no	4,051	23.2
	yes	1,051	6.0
	YES!	370	2.1
d. lots of graffiti	**NO!**	13,128	75.1
	no	3,553	20.3
	yes	546	3.1
	YES!	260	1.5
81. If I had to move, I would miss the neighborhood I now live in.	**NO!**	1,859	10.5
	no	3,268	18.5
	yes	6,648	37.6
	YES!	5,910	33.4
82. My neighbors notice when I am doing a good job and let me know about it.	**NO!**	6,268	35.6
	no	6,586	37.4
	yes	3,564	20.2
	YES!	1,198	6.8
83. I like my neighborhood.	**NO!**	1,481	8.5
	no	2,319	13.3
	yes	8,655	49.5
	YES!	5,015	28.7
84. There are lots of adults in my neighborhood I could talk to about something important.	**NO!**	4,523	26.0
	no	5,814	33.4
	yes	4,840	27.8
	YES!	2,252	12.9

Question	Response	#	%
85. I'd like to get out of my neighborhood.	**NO!**	5,451	31.2
	no	7,083	40.5
	yes	3,261	18.7
	YES!	1,684	9.6
86. There are people in my neighborhood who are proud of me when I do something well.	**NO!**	3,822	21.9
	no	5,340	30.6
	yes	6,283	36.0
	YES!	1,998	11.5
87. There are people in my neighborhood who encourage me to do my best.	**NO!**	3,789	21.8
	no	5,046	29.0
	yes	6,254	36.0
	YES!	2,287	13.2
88. I feel safe in my neighborhood.	**NO!**	737	4.2
	no	1,413	8.1
	yes	8,204	47.2
	YES!	7,028	40.4
89. Which of the following activities for people your age are available in your community?			
a. sports teams	**No**	990	5.7
	Yes	16,380	94.3
b. scouting	**No**	4,724	28.1
	Yes	12,097	71.9
c. boys and girls clubs	**No**	4,333	25.8
	Yes	12,449	74.2

Question	Response	#	%
d. 4-H clubs	**No**	3,247	19.5
	Yes	13,444	80.5
e. service clubs	**No**	4,773	28.7
	Yes	11,852	71.3
90. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	**NO!**	3,768	21.7
	no	8,521	49.1
	yes	3,573	20.6
	YES!	1,506	8.7
91. If a kid smoked cigarettes in your neighborhood, would he or she be caught by the police?	**NO!**	5,015	29.1
	no	9,074	52.6
	yes	2,299	13.3
	YES!	866	5.0
92. If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood would he or she be caught by the police?	**NO!**	4,425	25.5
	no	9,191	52.9
	yes	2,845	16.4
	YES!	921	5.3
93. If a kid carried a handgun in your neighborhood would he or she be caught by the police?	**NO!**	3,032	17.6
	no	6,218	36.0
	yes	5,130	29.7
	YES!	2,876	16.7
94. If you wanted to get some cigarettes, how easy would it be for you to get some?	**Very hard**	3,259	18.8
	Sort of hard	2,414	13.9
	Sort of easy	3,701	21.3
	Very easy	7,973	46.0

Question	Response	#	%
95. If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	**Very hard**	2,379	13.8
	Sort of hard	2,474	14.4
	Sort of easy	5,398	31.3
	Very easy	6,969	40.5
96. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	**Very hard**	9,374	54.6
	Sort of hard	4,438	25.8
	Sort of easy	2,046	11.9
	Very easy	1,318	7.7
97. If you wanted to get a handgun, how easy would it be for you to get one?	**Very hard**	7,046	41.1
	Sort of hard	3,982	23.2
	Sort of easy	2,686	15.7
	Very easy	3,433	20.0
98. If you wanted to get some marijuana, how easy would it be for you to get some?	**Very hard**	5,582	32.6
	Sort of hard	2,478	14.5
	Sort of easy	3,406	19.9
	Very easy	5,656	33.0
99. If you wanted to get some methamphetamines, how easy would it be for you to get some?	**Very hard**	9,596	56.2
	Sort of hard	3,917	22.9
	Sort of easy	2,053	12.0
	Very easy	1,513	8.9
100. How wrong do your parents feel it would be for you to:			
a. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	**Very wrong**	9,532	55.7
	Wrong	4,173	24.4
	A little bit wrong	2,775	16.2
	Not wrong at all	631	3.7

Question	Response	#	%
b. smoke cigarettes?	Very wrong	12,452	72.8
	Wrong	3,058	17.9
	A little bit wrong	1,117	6.5
	Not wrong at all	481	2.8
c. use smokeless tobacco?	Very wrong	12,497	73.8
	Wrong	2,864	16.9
	A little bit wrong	1,090	6.4
	Not wrong at all	479	2.8
d. smoke marijuana?	Very wrong	13,802	81.9
	Wrong	1,787	10.6
	A little bit wrong	822	4.9
	Not wrong at all	446	2.6
e. steal something worth more than $5?	Very wrong	13,691	81.0
	Wrong	2,566	15.2
	A little bit wrong	439	2.6
	Not wrong at all	205	1.2
f. draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)?	Very wrong	13,406	79.2
	Wrong	2,585	15.3
	A little bit wrong	668	3.9
	Not wrong at all	266	1.6
g. pick a fight with someone?	Very wrong	7,968	46.9
	Wrong	5,492	32.3
	A little bit wrong	2,823	16.6
	Not wrong at all	695	4.1

Question	Response	#	%
101. Have any of your brothers or sisters ever:			
a. drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?	No	5,959	34.8
	Yes	10,252	59.9
	No brothers/sisters	901	5.3
b. smoked marijuana?	No	10,545	62.0
	Yes	5,594	32.9
	No brothers/sisters	878	5.2
c. used smokeless tobacco?	No	11,931	70.6
	Yes	4,093	24.2
	No brothers/sisters	873	5.2
d. smoked cigarettes?	No	9,255	54.9
	Yes	6,723	39.9
	No brothers/sisters	871	5.2
e. taken a handgun to school?	No	15,765	93.7
	Yes	205	1.2
	No brothers/sisters	862	5.1
f. been suspended or expelled from school?	No	11,895	70.2
	Yes	4,193	24.7
	No brothers/sisters	862	5.1
102. The rules in my family are clear.	NO!	323	1.9
	no	1,621	9.6
	yes	8,299	49.0
	YES!	6,711	39.6

Question	Response	#	%
103. People in my family often insult or yell at each other.	**NO!**	3,137	18.7
	no	7,667	45.6
	yes	4,340	25.8
	YES!	1,677	10.0
104. When I am not at home, one of my parents knows where I am and who I am with.	**NO!**	488	2.9
	no	1,878	11.1
	yes	8,384	49.7
	YES!	6,131	36.3
105. We argue about the same things in my family over and over.	**NO!**	2,291	13.7
	no	6,938	41.5
	yes	5,553	33.2
	YES!	1,932	11.6
106. If you drank some beer or wine or hard liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	**NO!**	2,059	12.3
	no	6,374	38.2
	yes	4,361	26.2
	YES!	3,881	23.3
107. My family has clear rules about alcohol and drug use.	**NO!**	425	2.6
	no	2,099	12.6
	yes	6,041	36.3
	YES!	8,096	48.6
108. My family has clear rules about cigarettes and tobacco use.	**NO!**	535	3.3
	no	2,089	12.7
	yes	5,548	33.9
	YES!	8,216	50.1

Question	Response	#	%
109. If you carried a handgun without your parents' permission, would you be caught by your parents?	**NO!**	929	5.7
	no	2,722	16.6
	yes	4,746	28.9
	YES!	8,028	48.9
110. If you skipped school would you be caught by your parents?	**NO!**	786	4.8
	no	2,529	15.4
	yes	5,806	35.4
	YES!	7,302	44.5
111. Do you feel very close to your mother?	**NO!**	1,158	7.1
	no	1,988	12.1
	yes	5,820	35.6
	YES!	7,399	45.2
112. Do you share your thoughts and feelings with your mother?	**NO!**	1,704	10.5
	no	4,004	24.6
	yes	5,688	35.0
	YES!	4,866	29.9
113. My parents ask me what I think before most family decisions affecting me are made.	**NO!**	1,703	10.4
	no	4,109	25.1
	yes	6,925	42.4
	YES!	3,608	22.1
114. Do you share your thoughts and feelings with your father?	**NO!**	2,871	17.7
	no	4,683	28.9
	yes	5,351	33.0
	YES!	3,302	20.4

Question	Response	#	%
115. Do you enjoy spending time with your mother?	**NO!**	870	5.4
	no	1,734	10.7
	yes	7,423	45.9
	YES!	6,135	38.0
116. Do you enjoy spending time with your father?	**NO!**	1,615	10.1
	no	1,684	10.5
	yes	6,931	43.3
	YES!	5,766	36.0
117. If I had a personal problem, I could ask my mom or dad for help.	**NO!**	1,155	7.1
	no	1,880	11.5
	yes	6,436	39.5
	YES!	6,812	41.8
118. Do you feel very close with your father?	**NO!**	2,157	12.9
	no	2,902	17.4
	yes	5,954	35.7
	YES!	5,652	33.9
119. My parents give me lots of chances to do fun things with them.	**NO!**	940	5.7
	no	3,715	22.4
	yes	7,254	43.8
	YES!	4,671	28.2
120. My parents ask if I've gotten my homework done.	**NO!**	908	5.5
	no	2,451	14.8
	yes	6,928	41.8
	YES!	6,278	37.9

Question	Response	#	%
121. People in my family have serious arguments.	**NO!**	3,428	20.8
	no	7,955	48.2
	yes	3,495	21.2
	YES!	1,639	9.9
122. Would your parents know if you did not come home on time?	**NO!**	647	3.9
	no	2,310	13.9
	yes	7,143	43.0
	YES!	6,497	39.1
123. It is important to be honest with your parents, even if they become upset or you get punished.	**NO!**	631	3.8
	no	2,057	12.5
	yes	7,438	45.1
	YES!	6,383	38.7
124. My parents notice when I am doing a good job and let me know about it.	**Never or Almost Never**	1,000	6.0
	Sometimes	4,397	26.2
	Often	6,053	36.0
	All the time	5,346	31.8
125. How often do your parents tell you they're proud of you for something you've done?	**Never or Almost Never**	1,169	7.0
	Sometimes	4,338	26.0
	Often	5,938	35.6
	All the time	5,226	31.3

Question	Response	#	%
126. How many brothers or sisters, including stepbrothers and stepsisters, do you have that are younger than you?	**0**	5,848	35.1
	1	5,059	30.3
	2	2,799	16.8
	3	1,369	8.2
	4	706	4.2
	5	338	2.0
	6 or more	563	3.4
127. How many brothers or sisters, including stepbrothers and stepsisters, do you have that are older than you?	**0**	5,261	31.5
	1	4,834	29.0
	2	3,035	18.2
	3	1,558	9.3
	4	874	5.2
	5	465	2.8
	6 or more	665	4.0
128. Have you changed homes in the past year (the last 12 months)?	**No**	12,994	77.8
	Yes	3,717	22.2
129. How many times have you changed homes since kindergarten?	**Never**	5,102	30.6
	1 or 2 times	5,467	32.8
	3 or 4 times	2,853	17.1
	5 or 6 times	1,516	9.1
	7 or more times	1,747	10.5
130. Have you changed schools(including changing from elementary to middle and middle to high school) in the past year?	**No**	12,145	73.0
	Yes	4,488	27.0

Question	Response	#	%
131. How many times have you changed schools since kindergarten (including changing from elementary to middle and middle to high school)?	**Never**	2,497	15.0
	1 or 2 times	5,807	34.9
	3 or 4 times	5,241	31.5
	5 or 6 times	1,880	11.3
	7 or more times	1,237	7.4
132. Has anyone in your family ever had a severe alcohol or drug problem?	**No**	10,050	60.5
	Yes	6,565	39.5
133. About how many adults (over 21) have you known personally who in the past year have:			
a. used marijuana, crack, cocaine, or other drugs?	**0 adults**	9,255	56.0
	1 adult	2,567	15.5
	2 adults	1,655	10.0
	3-4 adults	1,357	8.2
	5+ adults	1,681	10.2
b. sold or dealt drugs?	**0 adults**	11,813	72.7
	1 adult	1,853	11.4
	2 adults	1,155	7.1
	3-4 adults	703	4.3
	5+ adults	722	4.4
c. done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging others, etc.?	**0 adults**	11,017	67.7
	1 adult	2,266	13.9
	2 adults	1,200	7.4
	3-4 adults	783	4.8
	5+ adults	996	6.1

	Question	Response	#	%
d.	gotten drunk or high?	0 adults	4,592	28.0
		1 adult	2,863	17.4
		2 adults	2,029	12.4
		3-4 adults	1,951	11.9
		5+ adults	4,978	30.3
#142 on Form 1; #145 on Form 2	How honest were you in filling out this survey?	I was very honest	13,379	81.5
		I was honest pretty much of the time	2,658	16.2
		I was honest some of the time	279	1.7
		I was honest once in a while	106	0.6
	THE FOLLOWING QUESTIONS ARE SPECIFIC TO MONTANA PREVENTION NEEDS ASSESSMENT SURVEY FORM 1			
134.	What rules does your school have about smoking or chewing on school property?	Smoking or chewing is not allowed on school property	7,805	94.6
		Smoking or chewing is generally not allowed with a few exceptions	216	2.6
		Smoking or chewing is allowed in some areas	153	1.9
		There are no restrictions on smoking or chewing	76	0.9
135.	During the past 30 days, have you seen any of the following groups smoking cigarettes on school property? (Mark all that apply)	Students	3,560	20.9
		Teachers	791	4.6
		Other people who work at school	710	4.2
		People who don't work at school	1,390	8.2
		I have not see anybody smoking on school property	3,906	22.9
136.	During the past 30 days, have you been with somebody who was smoking? This could be at home, school, or any other place (Mark all that apply)	Yes, I was in the same room	3,700	21.7
		Yes, I was in a car	2,563	15.0
		No, I was not around anybody who smoked	3,541	20.8
137.	Do you think the smoke from other people's cigarettes is harmful to you?	Definitely yes	5,790	70.6
		Probably yes	1,967	24.0
		Probably not	301	3.7
		Definitely not	138	1.7
138.	Not counting yourself, does anyone who lives in your home do the following? (Mark all that apply)	Smoke cigarettes	2,670	15.7
		Chew tobacco, snuf, or dip	1,524	8.9
		No one smokes or chews tobacco in my home	4,544	26.7
139.	During the past 30 days, how did you usually get your own chewing tobacco, snuff, or dip?	I did not use chew, snuff, or dip in the past 30 days	7,219	89.0
		I bought it in a store	359	4.4
		I got it from someone else	203	2.5
		I gave someone else money to buy it for me	178	2.2
		I stole it	43	0.5
		I got it in some other way	33	0.4
		A person 18 years old or older gave it to me	75	0.9

Question	Response	#	%
140. During the past 30 days, how did you usually get your own cigarettes?	**I did not smoke cigarettes in the past 30 days**	6,753	83.3
	I bought it in a store	403	5.0
	I got it from someone else	406	5.0
	I gave someone else money to buy it for me	291	3.6
	I stole it	70	0.9
	I got it in some other way	59	0.7
	A person 18 years old or older gave it to me	128	1.6
141. When you bought or tried to buy cigarettes in a store during the past 30 days, were you ever asked to show how old you were?	**I did not buy cigarettes**	7,364	90.3
	No, I was not asked to show proof of my age	300	3.7
	Yes, I was asked to show proof of my age	492	6.0

THE FOLLOWING QUESTIONS ARE SPECIFIC TO MONTANA PREVENTION NEEDS ASSESSMENT SURVEY FORM 2

134. Is your use of alcohol or drugs causing problems in areas such as your feelings, emotions, family, friends, job, legal, school, health, financial status, or participation in athletic events?	**I do not use alcohol or drugs**	4,730	56.8
	No problem	2,666	32.0
	Slight problem	560	6.7
	Moderate problem	247	3.0
	Severe problem	120	1.4
135. In the past year, have you held a paying job while attending school?	**No**	5,098	61.1
	Yes, 20 hours or less per week	2,271	27.2
	Yes, more than 20 hours per week	969	11.6
136. Have you ever received an alcohol or drug related ticket?	**No**	7,608	91.6
	Yes	697	8.4

Question	Response	#	%
137. Students have different ideas of what OTHER students think or do. What do you think is the percentage of Montana students your age who:			
a. have smoked cigarettes in the past 30 days?	**None**	679	8.1
	1-20%	1,711	20.5
	21-40%	2,066	24.8
	41-60%	2,108	25.3
	61-80%	1,408	16.9
	81-100%	364	4.4
b. used smokeless tobacco in the past 30 days?	**None**	858	10.3
	1-20%	2,307	27.8
	21-40%	1,971	23.7
	41-60%	1,689	20.3
	61-80%	1,173	14.1
	81-100%	314	3.8
c. would say it is wrong to smoke cigarettes?	**None**	602	7.3
	1-20%	2,351	28.3
	21-40%	1,906	23.0
	41-60%	1,565	18.9
	61-80%	1,310	15.8
	81-100%	560	6.8
138. In your opinion, what percentage of parents gave a clear message about drug use to their children during the past three months?	**None**	509	6.2
	1-20%	1,619	19.7
	21-40%	1,733	21.0
	41-60%	1,935	23.5
	61-80%	1,613	19.6
	81-100%	826	10.0

Question	Response	#	%
139. Sometimes students have problems they talk to an adult about. Is there an adult in your life you can talk to about your problems? (Mark all that apply)	**No**	938	5.5
	Parent	6,085	35.6
	Relative	3,877	22.7
	Youth leader (scouts, church, etc.)	1,503	8.8
	Teacher or counselor at school	2,601	15.2
	Family doctor	562	3.3
	Other adult	3,152	18.5
140. In the past year, in which of the following activities have you PARTICIPATED?			
a. sports teams	**No**	2,477	32.0
	Yes	5,267	68.0
b. scouting	**No**	6,131	92.7
	Yes	484	7.3
c. boys and girls clubs	**No**	6,075	92.1
	Yes	524	7.9
d. 4-H clubs	**No**	5,958	89.8
	Yes	680	10.2
e. service clubs (YMCA, FFA, DECA, etc.)	**No**	5,196	75.9
	Yes	1,653	24.1
f. other clubs or activities	**No**	2,772	36.9
	Yes	4,740	63.1

Question	Response	#	%
141. How often do you use each of the following to get information about news and current events?			
a. Radio	**Almost Every Day**	3,751	46.3
	At Least Once a Week	1,594	19.7
	Once or Twice a Month	883	10.9
	A few Times a Year	847	10.4
	Never	1,034	12.8
b. TV	**Almost Every Day**	4,712	58.0
	At Least Once a Week	1,980	24.4
	Once or Twice a Month	701	8.6
	A few Times a Year	334	4.1
	Never	393	4.8
c. Newspaper	**Almost Every Day**	2,356	29.2
	At Least Once a Week	2,586	32.0
	Once or Twice a Month	1,470	18.2
	A few Times a Year	854	10.6
	Never	807	10.0
d. Magazines	**Almost Every Day**	1,264	15.6
	At Least Once a Week	2,194	27.1
	Once or Twice a Month	2,437	30.1
	A few Times a Year	1,187	14.6
	Never	1,021	12.6

Question	Response	#	%
142. How many hours do you estimate that you spend listening to the radio on an average DAY?	**None**	1,157	14.1
	Half-hour or less	2,789	34.1
	About 1 hour	1,655	20.2
	About 2 hours	1,002	12.3
	About 3 hours	645	7.9
	About 4 hours	370	4.5
	5 hours or more	562	6.9
143. How much TV do you estimate you watch on an average WEEKDAY?	**None**	522	6.4
	Half-hour or less	1,210	14.8
	About 1 hour	1,847	22.6
	About 2 hours	1,937	23.7
	About 3 hours	1,260	15.4
	About 4 hours	651	8.0
	5 hours or more	742	9.1
144. How much TV do you estimate you watch on an average WEEKEND (both Saturday and Sunday combined)?	**None**	390	4.8
	Less than 1 hour	748	9.2
	1-2 hours	1,547	19.0
	3-4 hours	2,110	25.9
	5-6 hours	1,568	19.3
	7-8 hours	839	10.3
	9 hours or more	935	11.5

Question	Response	#	%

Appendix D: Item Dictionary for the 2006 Montana PNA Survey

Item Dictionary for the 2006 Montana Prevention Needs Assessment Survey		
SCALES AND QUESTIONS	RESPONSE CATEGORIES	PNA #
DEMOGRAPHICS		
What is your Zip Code?	With Heading	Zip Code
Are you:	Male Female	1
How old are you?	10 or younger, 11, 12, 13, 14, 15, 16, 17, 18, 19 or older	2
What grade are you in?	6, 7, 8, 9, 10, 11, 12	3
Please choose the ONE answer that BEST describes what you consider yourself to be.	White, not of Hispanic origin; Black, or African American; American Indian/Native American, Eskimo, or Aleut; Asian; Pacific Islander; Other	4
What is the highest level of schooling completed by your mother or father?	See questionnaire for complete list of school completion categories	5
Think of where you live most of the time. Which of the following people live there with you?	See questionnaire for complete list of family members	6 a-p
How many brothers and sisters, including stepbrothers and stepsisters, do you have that are older than you?	0, 1, 2, 3, 4, 5, 6 more	127
How many brothers and sisters, including stepbrothers and stepsisters, do you have that are younger than you?	same as above	126
COMMUNITY: Low neighborhood Attachment		
I'd like to get out of my neighborhood.	NO!, no, yes, YES!	85
I like my neighborhood.	same as above	83
If I had to move, I would miss the neighborhood I now live in.	same as above	81

COMMUNITY: Community Disorganization		
How much do each of the following statements describe your neighborhood:		
crime and/or drug selling.	NO!, no, yes, YES!	80a
fights.	same as above	80b
lots of empty or abandoned buildings.	same as above	80c
lots of graffiti.	same as above	80d
I feel safe in my neighborhood.	same as above	88
COMMUNITY: Transitions and Mobility		
Have you changed homes in the past year (the last 12 months)?	No, Yes	128
How many times have you changed homes since kindergarten?	Never, 1or 2 times, 3 or 4 times, 5 or 6 times, 7 or more times	129
Have you changed schools in the past year (including changing from elementary to middle and middle to high school)?	No, Yes	130
How many times have you changed schools since kindergarten?	Never, 1or 2 times, 3 or 4 times, 5 or 6 times, 7 or more times	131
COMMUNITY: Laws and Norms Favorable to Drug Use		
How wrong would most adults in your neighborhood think it was for kids your age:		
to use marijuana.	Very Wrong, Wrong, A little bit wrong, Not wrong at all	79a
to drink alcohol.	same as above	79b
to smoke cigarettes.	same as above	79c
If a kid drank some beer, wine, or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood, would he or she be caught by the police?	NO!, no, yes, YES!	92
If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	NO!, no, yes, YES!	90
If a kid carried a handgun in your neighborhood would he or she be caught by the police?	NO!, no, yes, YES!	93
COMMUNITY: Perceived Availability of Drugs		
If you wanted to get some cigarettes, how easy would it be for you to get some?	Very hard, Sort of hard, Sort of easy, Very easy	94
If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	same as above	95

If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	same as above	96
If you wanted to get some marijuana, how easy would it be for you to get some?	same as above	98
If you wanted to get some methamphetamines, how easy would it be for you to get some?	same as above	99
COMMUNITY: Perceived Availability of Handguns		
If you wanted to get a handgun, how easy would it be for you to get one?	same as above	97
COMMUNITY: Opportunities for Prosocial Involvement		
There are lots of adults in my neighborhood I could talk to about something important	NO!, no, yes, YES!	84
Which of the following activities for people your age are available in your community?		
sports teams.	No, Yes	89a
scouting.	same as above	89b
boys and girls clubs.	same as above	89c
4-H clubs.	same as above	89d
service clubs.	same as above	89e
COMMUNITY: Rewards for Prosocial Involvement		
My neighbors notice when I am doing a good job and let me know about it.	NO!, no, yes, YES!	82
There are people in my neighborhood who encourage me to do my best.	same as above	87
There are people in my neighborhood who are proud of me when I do something well.	same as above	86
FAMILY: Poor Family Management		
My parents ask if I've gotten my homework done.	NO!, no, yes, YES!	120
Would your parents know if you did not come home on time?	same as above	122
When I am not at home, one of my parents knows where I am and who I am with.	same as above	104

The rules in my family are clear	same as above	102
My family has clear rules about alcohol and drug use.	same as above	107
If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	same as above	106
If you skipped school would you be caught by your parents?	same as above	110
If you carried a handgun without your parents' permission, would you be caught by your parents?	same as above	109
FAMILY: Family Conflict		
People in my family often insult or yell at each other.	NO!, no, yes, YES!	103
People in my family have serious arguments.	same as above	121
We argue about the same things in my family over and over.	same as above	105
FAMILY: Family History of Antisocial Behavior		
Has anyone in your family ever had a severe alcohol or drug problem?	No, Yes	132
Have any of your brothers or sisters ever:		
drunk beer, wine, or hard liquor (for example, vodka, whiskey, or gin)?	No, Yes, I don't have any brothers or sisters	101a
smoked marijuana?	same as above	101b
smoked cigarettes?	same as above	101d
taken a handgun to school?	same as above	101e
been suspended or expelled from school?	same as above	101f
About how many adults have you know personally who in the past year have:		
used marijuana, crack cocaine, or other drugs?	None, 1 adult, 2 adults, 3 or 4 adults, 5 or more adults	133a
sold or dealt drugs?	same as above	133b
done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging or assaulting others, etc?	same as above	133c
gotten drunk or high?	same as above	133d

FAMILY: Parental Attitudes Favorable Toward Drug Use		
How wrong do your parents feel it would be for you to:		
drink beer, wine, or hard liquor (for example, vodka, whiskey, or gin) regularly?	Very wrong, Wrong, A little bit wrong, Not wrong at all	100a
smoke cigarettes?	same as above	100b
smoke marijuana?	same as above	100d
FAMILY: Parental Attitudes Favorable to Antisocial Behavior		
steal anything worth more than $5?	Very wrong, Wrong, A little bit wrong, Not wrong at all	100e
draw graffiti, or write things, or draw pictures on buildings or other property (without the owner's permission)?	same as above	100f
pick a fight with someone?	same as above	100g
FAMILY: Attachment		
Do you feel very close to your mother?	NO!, no, yes, YES!	111
Do you share your thoughts and feeling with your mother?	same as above	112
Do you feel very close to your father?	same as above	118
Do you share your thoughts and feeling with your father?	same as above	114
FAMILY: Opportunities for Prosocial Involvement		
My parents give me lots of chances to do fun things with them.	NO!, no, yes, YES!	119
My parents ask me what I think before most family decisions affecting me are made.	same as above	113
If I had a personal problem, I could ask my mom or dad for help.	same as above	117
FAMILY: Rewards for Prosocial Involvement		
My parents notice when I am doing a good job and let me know about it.	Never or almost never, Sometimes, Often, All the time	124
How often do your parents tell you they're proud of you for something you've done?	same as above	125
Do you enjoy spending time with your mother?	NO!, no, yes, YES!	115
Do you enjoy spending time with your father?	same as above	116

SCHOOL: Academic Failure		
Putting them all together, what were your grades like last year?	Mostly F's, Mostly D's, Mostly C's, Mostly B's, Mostly A's	19
Are your school grades better than the grades of most students in your class?	NO!, no, yes, YES!	15
SCHOOL: Little Commitment to School		
How often do you feel that the school work you are assigned is meaningful and important?	Almost Always, Often, Sometimes, Seldom, Never	18
How interesting are most of your courses to you?	Very Interesting & Stimulating, Quite Interesting, Fairly Interesting, Slightly Dull, Very Dull	21
How important do you think the things you are learning in school are going to be for your later life?	Very Important, Quite Important, Fairly Important, Slightly Important, Not at all Important	20
Now, thinking back over the past year in school, how often did you...		
enjoy being in school?	Never, Seldom, Sometimes, Often, Almost Always	17a
hate being in school?	same as above	17b
try to do your best work in school?	same as above	17c
During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or "cut"	None, 1, 2, 3, 4-5, 6-10, 11 or more	22
SCHOOL: Opportunities for Prosocial Involvement		
In my school, students have lost of chances to help decide things like class activities and rules.	NO!, no, yes, YES!	7
There are lots of chances for students in my school to talk with a teacher one-on-one.	same as above	11
Teachers ask me to work on special classroom projects.	same as above	8
There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	same as above	10
I have lots of chances to be part of class discussions or activities.	same as above	16
SCHOOL: Rewards for Prosocial Involvement		
My teacher(s) notices when I am doing a good job and lets me know about it.	NO!, no, yes, YES!	9
The school lets my parents know when I have done something well.	same as above	13
I feel safe at my school.	same as above	12
My teacher(s) praise me when I work hard in school.	same as above	14

PEER-INDIVIDUAL: Rebelliousness		
I do the opposite of what people tell me, just to get them mad.	Very False, Somewhat False, Somewhat True, Very True	37
I ignore the rules that get in my way.	same as above	39
I like to see how much I can get away with.	same as above	38
PEER-INDIVIDUALS: Early Initiation of Drug Use		
How old were you when you first:		
smoked marijuana?	Never, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older	25a
smoked a cigarette, even just a puff?	same as above	25b
had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)	same as above	25c
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	same as above	25d
used methamphetamines (meth, ice, crystal, or speed,)	same as above	25f
PEER-INDIVIDUALS: Early Initiation of Antisocial Behavior		
got suspended from school?	same as above	25g
got arrested?	same as above	25h
carried a handgun?	same as above	25i
attacked someone with the idea of seriously hurting them?	same as above	25j
PEER-INDIVIDUALS: Favorable Attitudes Toward Antisocial Behavior		
How wrong do you think it is for someone your age to...		
take a handgun to school?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All	26a
steal anything worth more than $5?	same as above	26b
pick a fight with someone?	same as above	26c
attack someone with the idea of seriously hurting them?	same as above	26d
stay away from school all day when their parents think they are at school?	same as above	26e

PEER-INDIVIDUALS: Favorable Attitudes Toward Drug Use		
How wrong do you think it is for someone you age to:		
drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All	26f
smoke cigarettes?	same as above	26g
smoke marijuana?	same as above	26h
use LSD, cocaine, amphetamines or another illegal drug?	same as above	26i
PEER-INDIVIDUALS: Intentions to Use (new scale for 2000)		
Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:		
I will smoke cigarettes.	NO!, no, yes, YES!	48a
I will drink beer, wine, or liquor.	same as above	48c
I will smoke marijuana.	same as above	48d
PEER-INDIVIDUALS: Perceived Risks of Drug Use		
How much do you think people risk harming themselves (physically or in other ways) if they:		
Smoke one or more packs of cigarettes per day?	No Risk, Slight Risk, Moderate Risk, Great Risk	49a
Try marijuana once or twice?	same as above	49c
Smoke marijuana regularly?	same as above	49d
Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day.	same as above	49e
use methamphetamines (meth, ice, crystal, or speed)?	same as above	49f
PEER-INDIVIDUALS: Interaction with Antisocial Peers		
Think of you four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:		
been suspended from school?	None, 1, 2, 3, 4	23h
carried a handgun?	same as above	23i
sold illegal drugs?	same as above	23k
stolen or tried to steal a motor vehicle such as a car or motorcycle?	same as above	23m
been arrested?	same as above	23n
dropped out of school?	same as above	23o

PEER-INDIVIDUALS: Friends' Use of Drugs		
Think of you four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:		
smoked cigarettes?	0, 1, 2, 3, 4	23b
tried beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	same as above	23c
used marijuana?	same as above	23e
used LSD, cocaine, amphetamines or another illegal drugs?	same as above	23g
PEER-INDIVIDUALS: Sensation Seeking		
How many times have you done the following things?		
Done what feels good no matter what.	Never , I've done it but not in the past year, Less than once a month, About once a month, 2 or 3 times a month, Once a week or more	28a
Done something dangerous because someone dared you to do it.	same as above	28b
Done crazy things even if they are a little dangerous.	same as above	28c
PEER-INDIVIDUALS: Rewards for Antisocial Involvement		
What are the chances you would be seen as cool if you:		
smoked cigarettes?	No or Very Little Chance, Little Chance, Some Chance, Pretty Good Chance, Very Good Chance	24a
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	same as above	24c
used marijuana?	same as above	24e
carried a handgun?	same as above	24g
PEER-INDIVIDUALS: Gang Involvement		
Have you ever belonged to a gang?	No; No, but would like to; Yes, in the past; Yes, belong now; Yes, but would like to get out	31
PEER-INDIVIDUALS: Depressive Symptoms		
Sometimes I think that life is not worth it.	NO!, no, yes, YES!	42
At times I think I am no good at all.	same as above	43
All in all, I am inclined to think that I am a failure.	same as above	44
In the past year have you felt depressed or sad MOST days, even if you felt OK sometimes.	same as above	45

PEER-INDIVIDUALS: Religiosity		
How often do you attend religious services or activities?	Never, Rarely, 1-2 Times a Month, About Once a Week or More	36
PEER-INDIVIDUALS: Social Skills		
You're looking at CD's in a music store with a friend. You look up and see her slip and CD under her coat. She smile and says "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees and no other customers. What would you do now?	Ignore her, Grab a CD and leave the store, Tell her to put the CD back, Act like it's a joke and ask her to put the CD back	32
It's 8:00 on a week night and you are about to go over to a friend's home when your mother asks you where you are going. You say "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?	Leave the house anyway, Explain what you are going to do with your friends, tell her when you'd get home, and ask if you can go out, Not say anything and start watching TV, Get into an argument with her	35
You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?	Push the person back, Say "Excuse me" and keep on walking, Say "Watch where you're going" and keep on walking, Swear at the person and walk away	33
You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?	Drink it; Tell your friend "No thanks, I don't drink" and suggest that you and your friend go and do something else; Just say "No, thanks" and walk away; Make up a good excuse, tell your friend you had something else to do, and leave	34
PEER-INDIVIDUALS: Belief in Moral Order		
I think it is okay to take something without asking if you can get away with it.	NO!, no, yes, YES!	47
I think sometimes it's okay to cheat at school.	same as above	40
It is all right to beat up people if they start the fight.	same as above	46
It is important to be honest with your parents, even if they become upset or you get punished.	same as above	120

PEER-INDIVIDUALS: Prosocial Involvement		
How many times in the past year (12 months) have you...		
participated in clubs, organizations and activities at school?	Never 1 or 2 times, 3-5, 6-9, 10-19, 20-29, 30-39, 40+	29e
done extra work on your own for school?	Same as above	29g
volunteered to do community service?	Same as above	29j
PEER-INDIVIDUALS: Rewards for Prosocial Involvement		
What are the chances you would be seen as cool if you:		
worked hard in school?	Very good change, Pretty good chance, Some chance, Little chance, No or very little chance	24b
defended someone who was being verbally abused at school?	Same as above	24d
regularly volunteered to do community service?	Same as above	24h
PEER-INDIVIDUALS: Interaction with Prosocial Peers		
Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:		
participated in clubs, organizations and activities at school?	0, 1, 2, 3, 4	23a
made the commitment to stay drug-free?	Same as above	23d
tried to do well in school?	Same as above	23f
liked school?	Same as above	23i
regularly attended religious services?	Same as above	23l
DRUG USE OUTCOMES		
Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	Never; Once or twice; Once in a while but not regularly; Regularly in the past; Regularly now	73
How frequently have use used smokeless tobacco during the past 30 days?	Never; Once or twice; Once or twice per week; About once a day; More than once a day	74
Have you ever smoked cigarettes?	Never; Once or twice; Once in a while but not regularly; Regularly in the past; Regularly now	75
During the past 30 days, on how many days did you smoke cigarettes?	0 days, 1 or 2 days, 3 to 5 days, 6 to 9 days, 10 to 19 days, 20 to 29 days, All 30 days	76
On how many occasions (if any) have you had alcoholic beverages (beer, wine or hard liquor) to drink in your lifetime - more than just a few sips?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more	50
On how many occasions (if any) have you had beer, wine or hard liquor during the past 30 days?	same as above	51

Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?	None, Once, Twice, 3-5 times, 6-9 times, 10 or more times	72
On how many occasions (if any) have you used marijuana in your lifetime?	same as above	52
On how many occasions (if any) have you used marijuana during the past 30 days?	same as above	53
On how many occasions (if any) have you used LSD or other psychedelics in your lifetime?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40+ above	54
On how many occasions (if any) have you used LSD or other psychedelics during the past 30 days?	same as above	55
On how many occasions (if any) have you used cocaine or crack in your lifetime?	same as above	56
On how many occasions (if any) have you used cocaine or crack during the past 30 days?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more	57
On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime?	same as above	58
On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the past 30 days?	same as above	59
On how many occasions (if any) have you used phenoxydine (pox, px, breeze) in your lifetime?	same as above	60
On how many occasions (if any) have you used phenoxydine (pox, px, breeze) in the past 30 days?	same as above	61
On how many occasions (if any) have you used methamphetamines (meth, speed, crank, crystal meth) in your lifetime?	same as above	62
On how many occasions (if any) have you used methamphetamines (meth, speed, crank, crystal meth) during your lifetime?	same as above	63
On how many occasions (if any) have you used stimulants (amphetamines, meth, crystal, crank) without a doctor telling you to take them in your lifetime?	same as above	64
On how many occasions (if any) have you used stimulants (amphetamines, meth, crystal, crank) without a doctor telling you to take them in the past 30 days?	same as above	65

On how many occasions (if any) have you used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them in your lifetime?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40+	66
On how many occasions (if any) have you used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them in the past 30 days?	same as above	67
On how many occasions (if any) have you used heroin in your lifetime?	same as above	68
On how many occasions (if any) have you used heroin in the past 30 days?	same as above	69
On how many occasions (if any) have you used MDMA ('X', 'E', or ecstasy) in your lifetime?	same as above	70
On how many occasions (if any) have you used MDMA ('X', 'E', or ecstasy) in the past 30 days?	same as above	71
OUTCOME: Antisocial Behavior		
How many times in the past year (12 months) have you...		
been suspended from school?	Never, 1 or 2 times, 3-5, 6-9, 10-19, 20-29, 30-39, 40+	29a
carried a handgun?	same as above	29b
sold illegal drugs?	same as above	29c
stolen or tried to steal a motor vehicle such as a car or motorcycle?	same as above	29d
been arrested?	same as above	29f
attacked someone with the idea of seriously hurting them?	same as above	29h
been or high at school	same as above	29i
taken a handgun to school?	same as above	29k
FINAL QUESTION		
How honest were you in filling out this survey?	I was very honest; I was honest pretty much of the time; I was honest some of the time; I was honest once in a while; I was not honest at all	142
ADDITIONAL QUESTIONS FOUND ON BOTH FORMS		
What are the chances you would be seen as cool if you:		
used smokeless tobacco?	Very good change, Pretty good chance, Some chance, Little chance, No or very little chance	24f

How old were you when you first:		
Used smokeless tobacco (dip, snuff, shew)	For complete list refer to questionaire	25e
At school during the past 12 months, did you receive help from the resource teacher, speech therapist or other special education teacher?	No, Yes	27
Are you currently on probation, or assigned a probation officer with Juvenile Court	No, Yes	30
Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:		
use smokeless tobacco.	NO!, no, yes, YES!	48b
use LSD, cocaine, amphetamines or another illegal drug.	NO!, no, yes, YES!	48e
How much do you think people risk harming themselves (physically or in other ways) if they:		
used smokeless tobacco?	No Risk, Slight Risk, Moderate Risk, Great Risk	49b
It is important to think before you act.	NO!, no, yes, YES!	41
Do you think that ceremonial use of tobacco among American Indian people promotes cigarette smoking as a habit?	Definitely yes, Probably yes, Probably not, Definitely not	78
During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?	I did not smoke cigarettes during the past 30 days, Less than 1 cigarette per day, 1 cigarette per day, 2 to 5 cigarettes per day, 6 to 10 cigarettes per day, 11 to 20 cigarettes per day, More than 20 cigarettes per day	77
If a kid smoked cigarettes in your neighborhood, would he or she be caught by the police?	NO!, no, yes, YES!	91
How wrong do your parents feel it would be for YOU to:		
use smokeless tobacco.	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All	100c
My family has clear rules about cigarettes and tobacco use.	NO!, no, yes, YES!	108
Have any or your brothers or sisters ever:		
used smokeless tobacco?	No, Yes, I don't have any brothers or sisters	101c
ADDITIONAL QUESTIONS FOUND ON FORM 1		
What rules does your school have about smoking or chewing tobacco on school property?	Smoking or chewing is not allowed on school property; Smoking or chewing is generally not allowed with a few exceptions; Smoking or chewing is allowed in some areas; There are no restrictions on smoking or chewing	134

During the past 30 days, have you seen any of the following groups smoking cigarettes on school property? (Mark all that apply)	Students; Teachers; Other people who work at school; People who don't work at school; I have not seen anybody smoking on school property	135
During the past 30 days, have you been with somebody who was smoking? This could be at home, school, or any other place. (Mark all that apply)	Yes, I was in the same room; Yes, I was in a car; No, I was not around anybody who smoked	136
Do you think the smoke from other people's cigarettes is harmful to you?	Definitely yes, Probably yes, Probably not, Definitely not	137
Not counting yourself, does anyone who lives in your home do the following? (Mark all that apply)	Smoke cigarettes; Chew tobacco, snuff, or dip; No one smokes or chews tobacco in my home	138
During the past 30 days, how did you usually get your own chewing tobacco, snuff, or dip?	I did not chew, snuff, or dip in the past 30 days; I bought it in a store; I got if from someone else; I gave someone else money to buy it for me; I stole it; I got it in some other way; A person 18 years old or older gave it to me	139
During the past 30 days, how did you usually get your own cigarettes?	I did not smoke cigarettes in the past 30 days; I bought them in a store; I got them from someone else; I gave someone else money to buy them for me; I stole them; I got them in some other way; A person 18 years old or older gave them to me	140
When you bought or tried to buy cigarettes in a store during the past 30 days, were you ever asked to show how old you were?	I did not buy cigarettes; No, I was not asked to show proof of my age; Yes, I was asked to show proof of my age	141
ADDITIONAL QUESTIONS FOUND ON FORM 2		
Is your use of alcohol or drugs causing you problems in areas such as your feelings, emotions, family, friends, job, legal, school, health, financial status, or participation in athletic events?	I do not use alcohol or drugs; No problem; Slight problem; Moderate problem; Severe problem	134
In the past year, have you held a paying job while attending school?	No; Yes, 20 hours or less per week; Yes, more than 20 hours per week	135
Have you ever received an alcohol or drug related ticket?	No, Yes	136
Students have different ideas of what OTHER students think or do. What do you think is the percentage of Montana students your age who:		
have smoked cigarettes in the past 30 days?	None, 1-20%, 21-40%, 41-60%, 61-80%, 81-100%	137a
used smokeless tobacco in the past 30 days?	None, 1-20%, 21-40%, 41-60%, 61-80%, 81-100%	137b
would say it is wrong to smoke cigarettes?	None, 1-20%, 21-40%, 41-60%, 61-80%, 81-100%	137c

In your opinion, what percentage of parents gave a clear message about drug use to their children during the past three months?	None, 1-20%, 21-40%, 41-60%, 61-80%, 81-100%	138
Sometimes students have problems they talk to an adult about. Is there an adult in your life you can talk to about your problems? (Mark all that apply)	No, Parent, Relative, Youth leader (scouts, church, etc.), Teacher or counselor at school, Family Doctor, Other adults	139
In the past year, in which of the following activities have you PARTICIPATED?		
sports teams	No, Yes	140a
scouting	No, Yes	140b
boys and girls clubs	No, Yes	140c
4-H clubs	No, Yes	140d
service clubs (YMCA, FFA, DECA, etc.)	No, Yes	140e
How often do you use each of the following to get information about news and current events?		
Radio	Almost Every Day, At least once a week, once or twice a month, A few times a year, Never.	141a
TV	same as above	141b
Newspaper	same as above	141c
Magazines	same as above	141d
How many hours do you estimate that you spend listeningto the radio on an average day?	None, Half-hour or less, About one hour, About two hours, About three hours, About four hours, Five hours or more	142
How much TV do you estimate you watch on an average WEEK-DAY?	same as above	143
How much TV do you estimate you watch on an average WEEK-END (both Saturday and Sunday combined)?	None, less than 1 hour, 1-2 hours, 3-4 hours, 5-6 hours, 7-8 hours, 9 hours or more.	144
How honest were you in filling out this survey?	I was very honest; I was honest pretty much of the time; I was honest some of the time; I was honest once in a while; I was not honest at all	145

Appendix E: Description of Profile Reports, Sample Profile Report, and Selected Charts Males Compared to Females

Risk and Protective Factor Scales and Profiles

Many of the questions on the survey have been combined into risk and protective factor scales. This allows the information contained in items that measure the same type of information to be summarized as a scale score. All of the scales are scored so that the higher the score the greater the risk for risk factors and the greater the protection for protective factors.

A benefit of using the risk and protective factor model in dealing with adolescent social problems is that it provides a method of measuring levels of risk and protection. Once the areas of highest risk and the areas of lowest protection are identified, they can be addressed by programs designed to reduce levels of risk and increase levels of protection. The decreases in risk and increases in protection will ultimately result in a reduction of the rate of youth problem behaviors. After the prevention programs have been implemented, the risk and protective factor levels can again be measured to determine the effectiveness of the intervention.

The questions on the survey have been divided into 25 risk factor scales and 13 protective factor scales. A new risk factor scale that measures intention to use ATODs was added in 2000 to the survey, and three new protective factor scales (Interaction with Antisocial Peers, Prosocial Involvement, and Rewards for Prosocial Involvement) were added to the 2004 survey. An item dictionary that lists the risk and protective factor scales and the questions they contain has been prepared and included in Appendix D for reference.

In order to make the results of the 2006 survey more usable, risk and protective profiles have been developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. The profiles allow a comparison between the percentage of youth at risk for the entire district and specific district schools. Profiles have been prepared for individual schools and for the district.

Interpreting Risk and Protective Factor Profile Reports

In 2000, a profile report was developed by Bach Harrison to help disseminate the results of the survey to a wider range of readers. The profile reports for the Montana survey contain results from the 2006, 2004, and 2002 survey administrations. The purpose of the report is to provide information to prevention planners that will allow them to begin planning prevention services for their areas. The profile reports contain information specific to a geographic area or population group and are designed to assist in prevention planning at the school district, county, region, and state levels. This Appendix contains a sample profile report (grades 8, 10, and 12 for the state) and profile report charts showing males compared to females. Briefly, the report in this Appendix contains a description of the Risk and Protective Factor Framework; a section on how to use the information provided in the report; substance use and antisocial behavior charts for grades 8, 10, and 12; risk and protective factor charts for the three grades; risk and protective factor definitions; and numeric tables that contain all of the data displayed in the charts.

An advantage of having the data available from the profile report is that the ATOD use, antisocial behavior, and the percentage of youth at risk and with protection provide a baseline that can be used to compare the results from future surveys. A community can determine whether it is becoming more or less at risk in an area by comparing the survey results from one survey administration to the next. Through future student survey administrations, schools, communities, and regional and state agencies that deliver prevention services can effectively evaluate their prevention efforts and determine if those efforts are having the desired effect of reducing risk and increasing protection in youth. These changes in risk and protection will, hopefully, result in the reduction of the level of youth problem behaviors in the community.

MONTANA
Department of Public Health & Human Services
P. O. Box 4210 • 111 N. Sanders • Helena, MT 59604

DEPARTMENT OF PUBLIC HEALTH AND HUMAN SERVICES

ADDICTIVE AND MENTAL DISORDERS DIVISION, CHEMICAL DEPENDENCY BUREAU

Prevention Needs Assessment Survey Results for 2006

Report for State of Montana

This report was prepared for the State of Montana by:
Bach Harrison, L.L.C.
116 South 500 East
Salt Lake City, UT 84102
(801) 359-2064

Introduction

2006 State of Montana Prevention Needs Assessment Survey

School Summary Report for State of Montana

This report summarizes the findings from the State of Montana Prevention Needs Assessment (PNA) Survey that was conducted during the spring of 2006 in grades 8, 10, and 12. The survey has been conducted every other year since 1998 by the Montana Department of Public Health and Human Services, Addictive and Mental Disorders Division, Chemical Dependency Bureau. The results for the State of Montana are presented along with comparisons to past years' results for Montana.

The survey was designed to assess adolescent substance use, antisocial behavior, and the risk and protective factors that predict these adolescent problem behaviors. Table 1 contains the characteristics of the students who completed the survey from the State of Montana.

Contents:

The Risk and Protective Factor Model of Prevention

Many states and local agencies have adopted the Risk and Protective Factor Model to guide their prevention efforts. The Risk and Protective Factor Model of Prevention is based on the simple premise that to prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risks. Just as medical researchers have found risk factors for heart disease such as diets high in fat, lack of exercise, and smoking, a team of researchers at the University of Washington have defined a set of risk factors for youth problem behaviors. Risk factors are characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth.

Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington Social Development Research Group have investigated the relationship between risk and protective factors and youth problem behavior. For example, they have found that children who live in families with high levels of conflict are more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict.

Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors.

Table 1. Characteristics of Participants

Student Totals	State 2002		State 2004		State 2006	
Total Students	Number	Percent	Number	Percent	Number	Percent
	17784	100	18579	100	18594	100
Grade						
8	6198	34.9	6207	33.4	7165	38.5
10	6258	35.2	6688	36.0	6223	33.5
12	5328	30.0	5684	30.6	5206	28.0
Gender						
Male	8834	49.9	9125	49.9	9097	49.9
Female	8861	50.1	9167	50.1	9133	50.1
Ethnicity						
White	15176	88.9	15485	87.0	15072	82.8
Native American	1064	6.2	1316	7.4	1564	8.6
Hispanic	456	2.7	492	2.8	560	3.1
African American	120	0.7	166	0.9	184	1.0
Asian	248*	1.5*	223	1.3	206	1.1
Pacific Islander			110	0.6	118	0.6
Other	n/a	n/a	n/a	n/a	499	2.7

* Pacific Islander was grouped with Asian in 2002

2006 Prevention Needs Assessment Risk and Protective Factors

Protective factors identified through research reviewed by Drs. Hawkins and Catalano include social bonding to family, school, community, and peers; healthy beliefs and clear standards for behavior; and individual characteristics. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior.

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, prevention programs can be implemented that will reduce the elevated risk factors and increase the protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring, tutoring, and increased opportunities and rewards for classroom participation can be provided to improve academic performance.

The chart at the right shows the links between the 19 risk factors and the six problem behaviors. The check marks have been placed in the chart to indicate where at least two well-designed, published research studies have shown a link between the risk factor and the problem behavior.

RISK FACTORS	PROBLEM BEHAVIORS					
	Substance Abuse	Depression and Anxiety	Delinquency	Teen Pregnancy	School Drop Out	Violence
Community						
Availability of drugs and firearms	✓		✓			✓
Community laws and norms favorable toward drug use, firearms and crime	✓		✓			✓
Media portrayals of violence						✓
Transitions and mobility	✓	✓	✓		✓	
Low neighborhood attachment and community disorganization	✓		✓			✓
Extreme economic and social deprivation	✓		✓	✓	✓	✓
Family						
Family history of the problem behavior	✓	✓	✓	✓	✓	✓
Family management problems	✓	✓	✓	✓	✓	✓
Family conflict	✓	✓	✓	✓	✓	✓
Favorable parental attitudes and involvement in the problem behavior	✓	✓	✓			✓
School						
Academic failure in elementary school	✓	✓	✓	✓	✓	✓
Lack of commitment to school	✓	✓	✓	✓	✓	✓
Individual/Peer						
Early and persistent antisocial behavior	✓	✓	✓	✓	✓	✓
Alienation and rebelliousness	✓	✓	✓		✓	
Friends who engage in the problem behavior	✓	✓	✓	✓	✓	✓
Gang involvement	✓	✓	✓			✓
Favorable attitudes toward the problem behavior	✓	✓	✓	✓	✓	
Early initiation of the problem behavior	✓	✓	✓	✓	✓	✓
Constitutional factors	✓	✓	✓			✓

School and Community Improvement Using Survey Data

Why Conduct the Prevention Needs Assessment Survey?

Data from the Prevention Needs Assessment Survey can be used to help school and community planners assess current conditions and prioritize areas of greatest need.

Each risk and protective factor can be linked to specific types of interventions that have been shown to be effective in either reducing risk(s) or enhancing protection(s). The steps outlined here will help you make key decisions regarding allocation of resources, how and when to address specific needs, and which strategies are most effective and known to produce results.

What are the numbers telling you?

Review the charts and data tables presented in this report. Using the table below, note your findings as you discuss the following questions:

- Which 3-5 risk factors appear to be higher than you would want?
- Which 3-5 protective factors appear to be lower than you would want?
- Which levels of 30-day drug use are increasing and/or unacceptably high?
  - Which substances are your students using the most?
  - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are increasing and/or unacceptably high?
  - Which behaviors are your students exhibiting the most?
  - At which grades do you see unacceptable behavior levels?

How to decide if a rate is "unacceptable"

- **Look across the charts** – which items stand out as either much higher or much lower than the other?
- **Compare your data with statewide and national data** – differences of 5% between local and other data are probably significant.
- **Determine the standards and values held within your community** – For example: Is it acceptable in your community for 50% of high school seniors to drink alcohol regularly even when the statewide percentage is 60%?

Use these data for planning.

- **Substance use and antisocial behavior data** – raise awareness about the problems and promote dialogue
- **Risk and protective factor data** – identify exactly where the community needs to take action
- **Promising approaches** – access resources listed on the last page of this report for ideas about programs that have proven effective in addressing the risk factors that are high in your community, and improving the protective factors that are low

MEASURE	Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4
Risk Factors				
Protective Factors				
Substance Use				
Antisocial Behaviors				

Practical Implications of the PNA

No Child Left Behind

The Safe and Drug Free Schools and Communities section of the No Child Left Behind Act (NCLB) requires that schools and communities use six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and on-going parental input in program implementation, and have periodic evaluations of established performance measures.

The results of the Prevention Needs Assessment Survey presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 above. The Risk and Protective Factor charts provide information related to Principle 4. Overall, using the Risk and Protective factors planning framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Measuring State Standards

The Montana PNA Survey data can also be used to measure state standards such as the Media Literacy Standards identified by the Montana Office of Public Instruction.

How to Read the Charts: Substance Use and Antisocial Behavior Charts

There are three types of charts presented in this report: 1) substance use and antisocial behavior charts, 2) risk factor charts, and 3) protective factor charts. All the charts show the results of the 2002, 2004, and 2006 PNA Surveys, and the actual percentages from the charts are presented in Tables 3 through 9.

Substance Use and Antisocial Behavior Charts

This report contains information about alcohol, tobacco and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The four sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Ever-used** is a measure of the percentage of students who tried the particular substance at least once in their lifetime and is used to show the percentage of students who have had experience with a particular substance.
- **30-day use** is a measure of the percentage of students who used the substance at least once in the 30 days prior to taking the survey and is a more sensitive indicator of the level of current use of the substance.
- **Binge drinking** and **Pack or more of cigarettes per day** are measures of heavy use of alcohol and tobacco. Binge drinking is defined as having five or more drinks in a row during the two weeks prior to taking the survey.
- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement** with the eight antisocial behaviors listed in the charts **in the past year.** In the charts, antisocial behavior will often be abbreviated as ASB.
- **Dots** are used on the charts to show the overall state average of all of the youth in each grade who participated in the survey for each behavior. More information about the dots is contained on the following page.

How to Read the Charts: Risk and Protective Factor Charts

Risk and Protective Factor Charts

There are three components of the risk and protective factor charts that are key to understanding the information that the charts contain: 1) the cut-points for the risk and protective factor scales, 2) the dots that indicate the state values, and 3) the dashed lines that indicate a more "national" value.

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior, and the risk and protective factors that predict these adolescent problem behaviors. Since the PNA survey had been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for separating youth into the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

The cut-points that were determined by analyzing the results of the more at-risk and less at-risk groups will remain constant and will be used to produce the profiles for future surveys.

Since the cut-points for each scale will remain fixed, the percentage of youth above the cut-point on a scale (at-risk) will provide a method for evaluating the progress of prevention programs over time. For example, if the percentage of youth at risk for family conflict in a community prior to implementing a community-wide family/parenting program was 60% and then decreased to 45% one year after the program was implemented, the program would be viewed as helping to reduce family conflict.

Dots

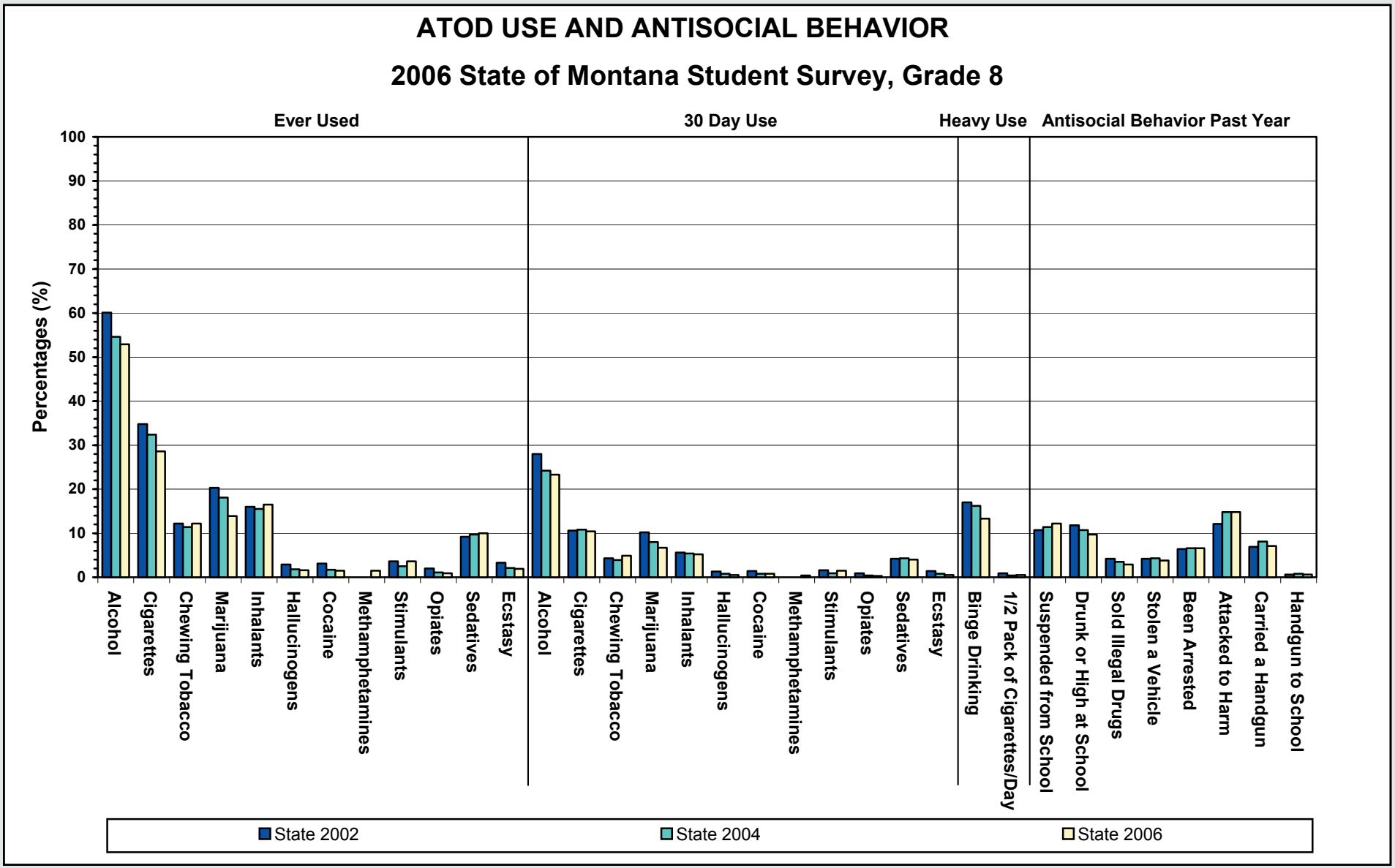
The dots on the charts represent the percentage of all of the youth surveyed from Montana who reported 'elevated risk' or 'elevated protection'. The comparison to the statewide sample provides additional information for your community in determining the relative importance of each risk or protective factor level. Scanning across the charts, you can easily determine which factors are most (or least) prevalent in your community. This is the first step in identifying the levels of risk and protection that are operating in your community and which factors your community may choose to address.

Dashed Line

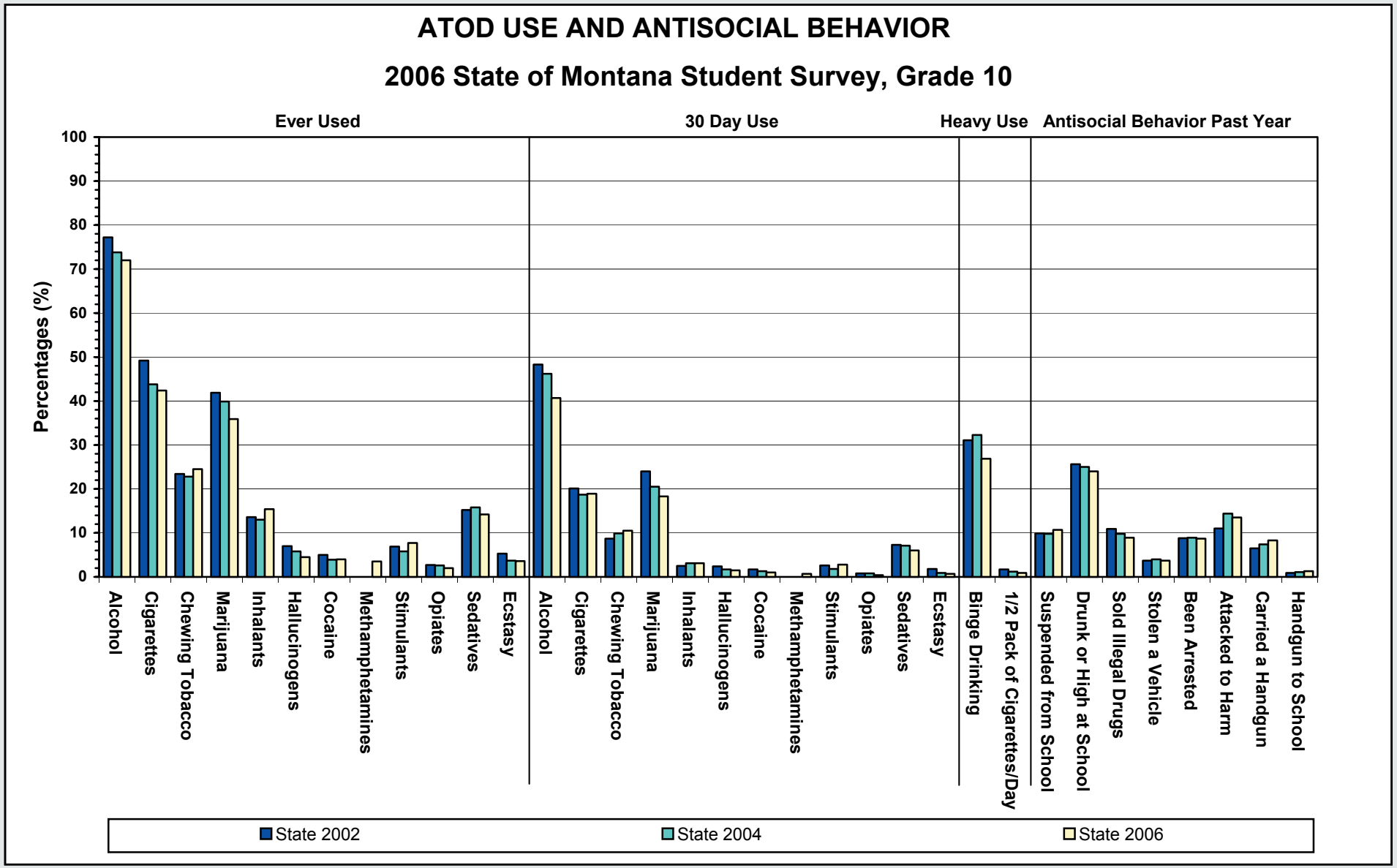
Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at-risk or with protection for the seven-state sample upon which the cut-points were developed. The seven states included in the norm group were Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington. All the states have a mix of urban and rural students.

Brief definitions of the risk and protective factors are provided following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under Contacts for Prevention.

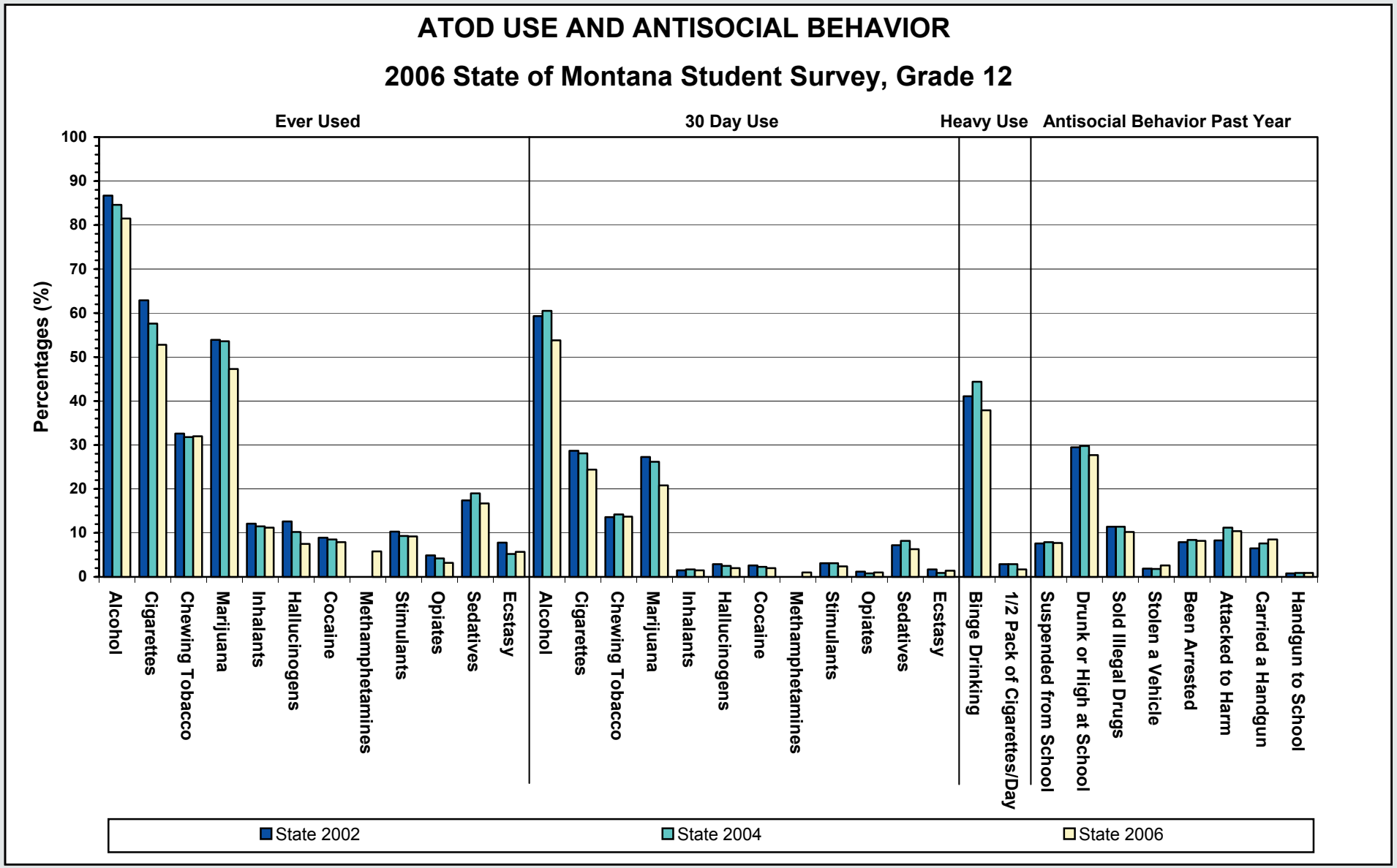
ATOD Use and Antisocial Behavior



ATOD Use and Antisocial Behavior

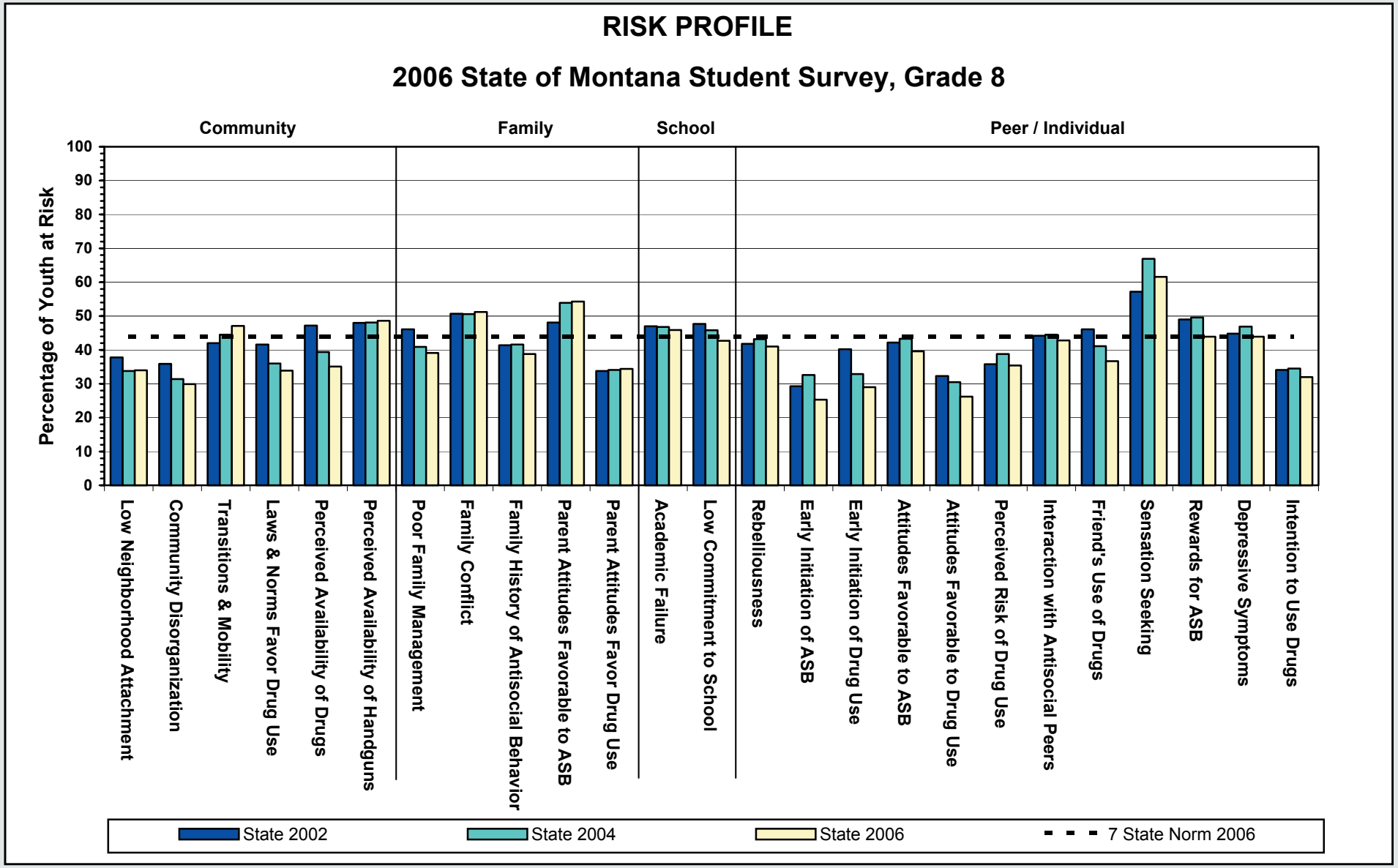


ATOD Use and Antisocial Behavior



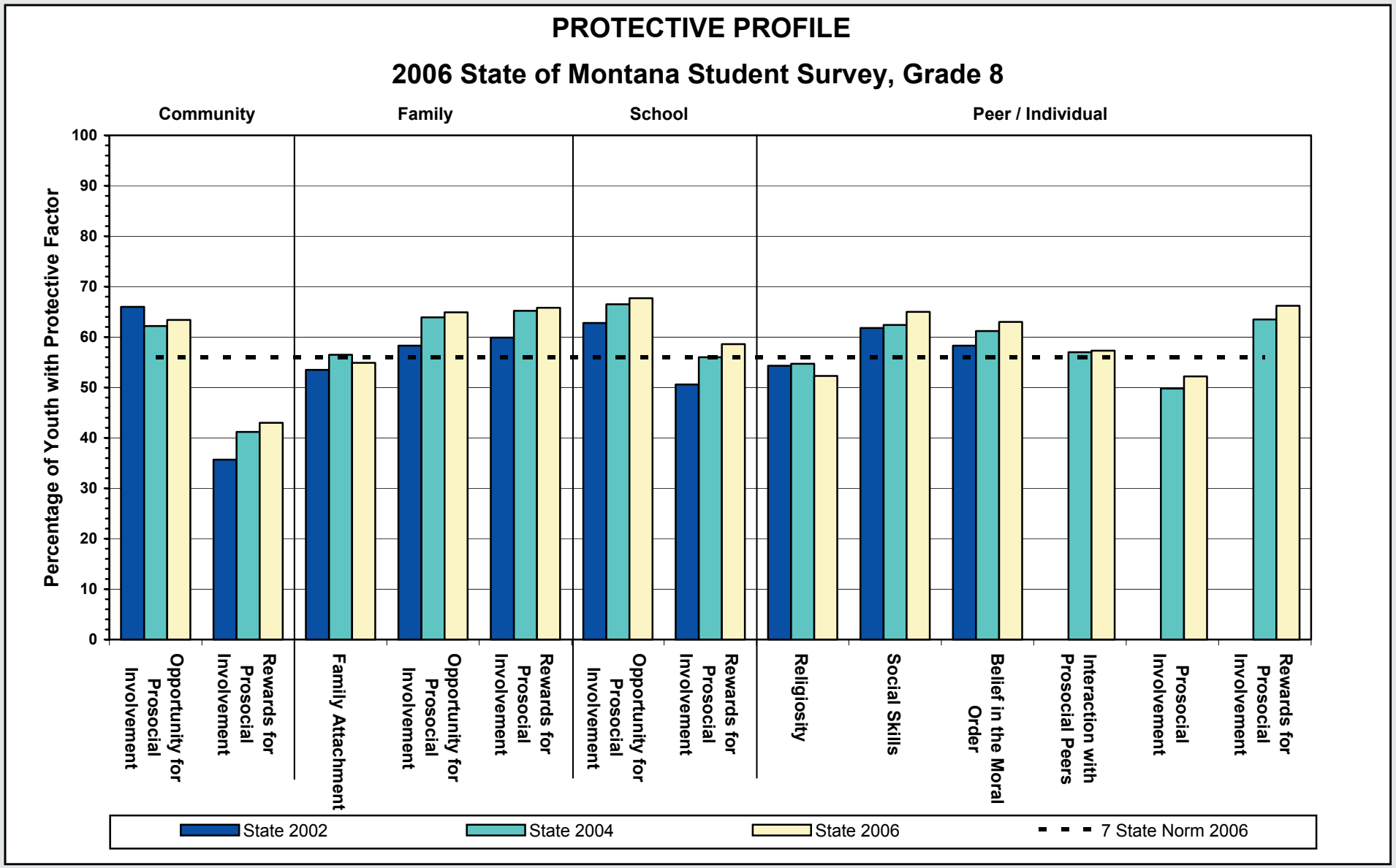
Risk and Protective Factor Profiles

Elevated Risk and Protection



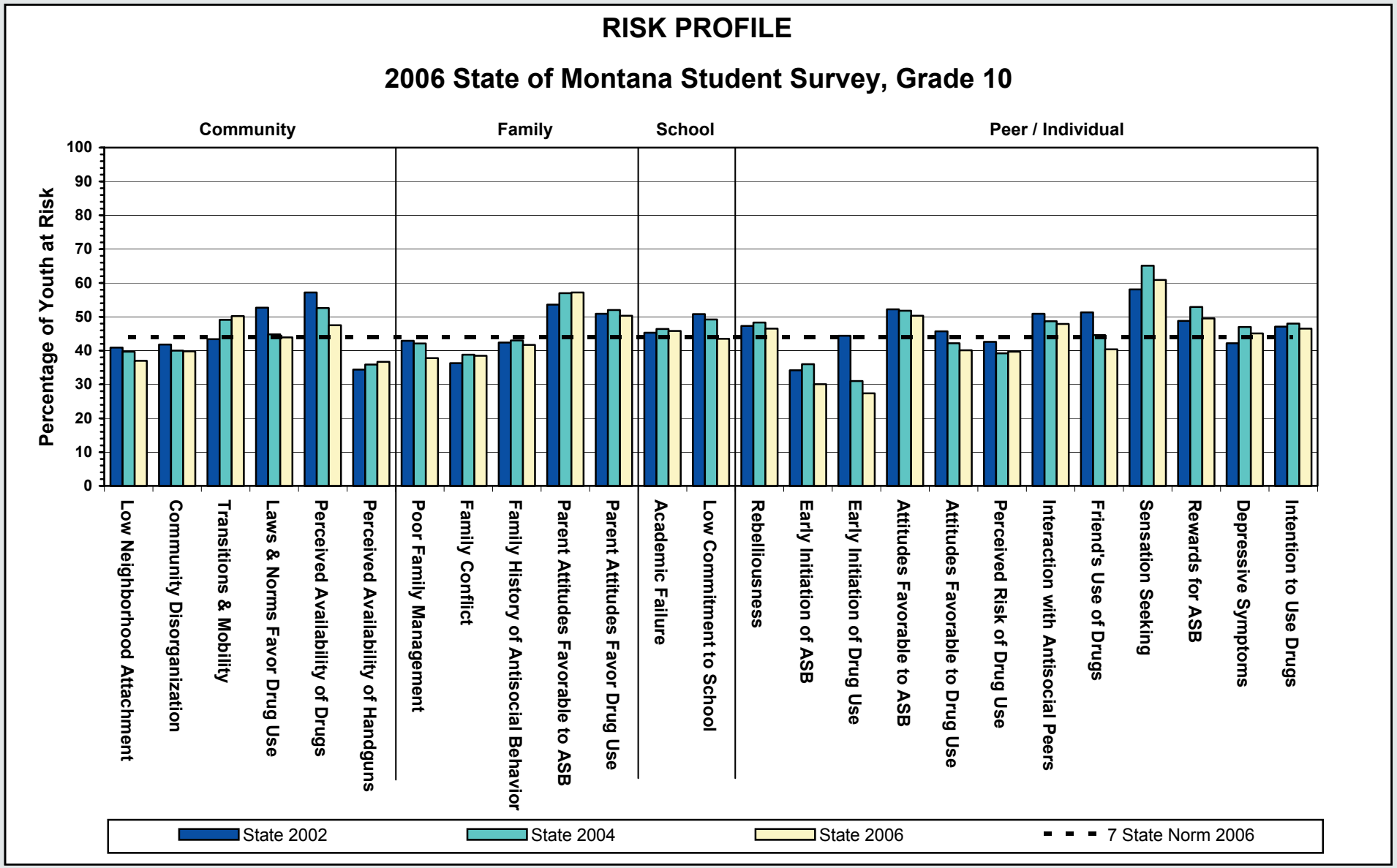
Risk and Protective Factor Profiles

Elevated Risk and Protection



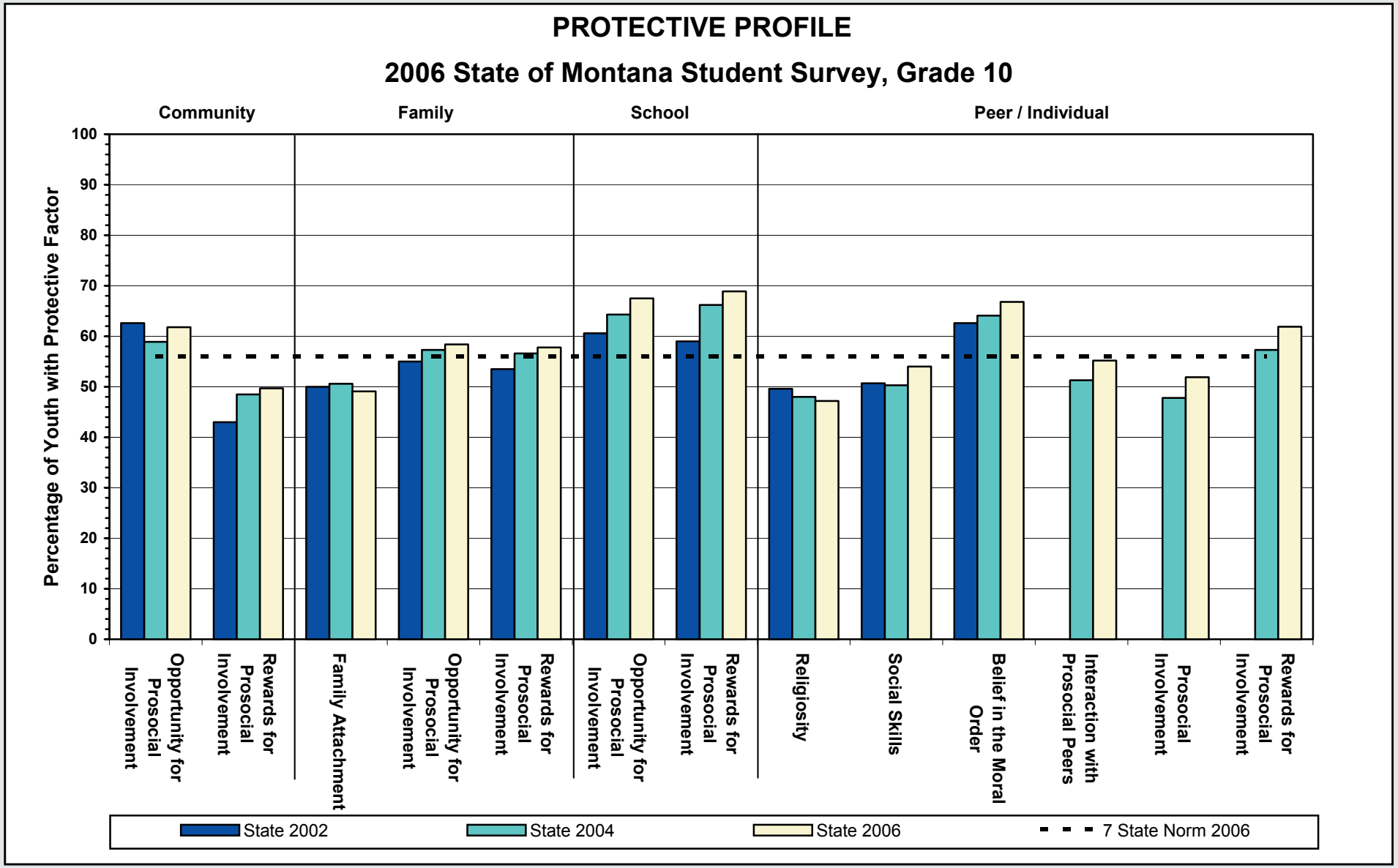
Risk and Protective Factor Profiles

Elevated Risk and Protection



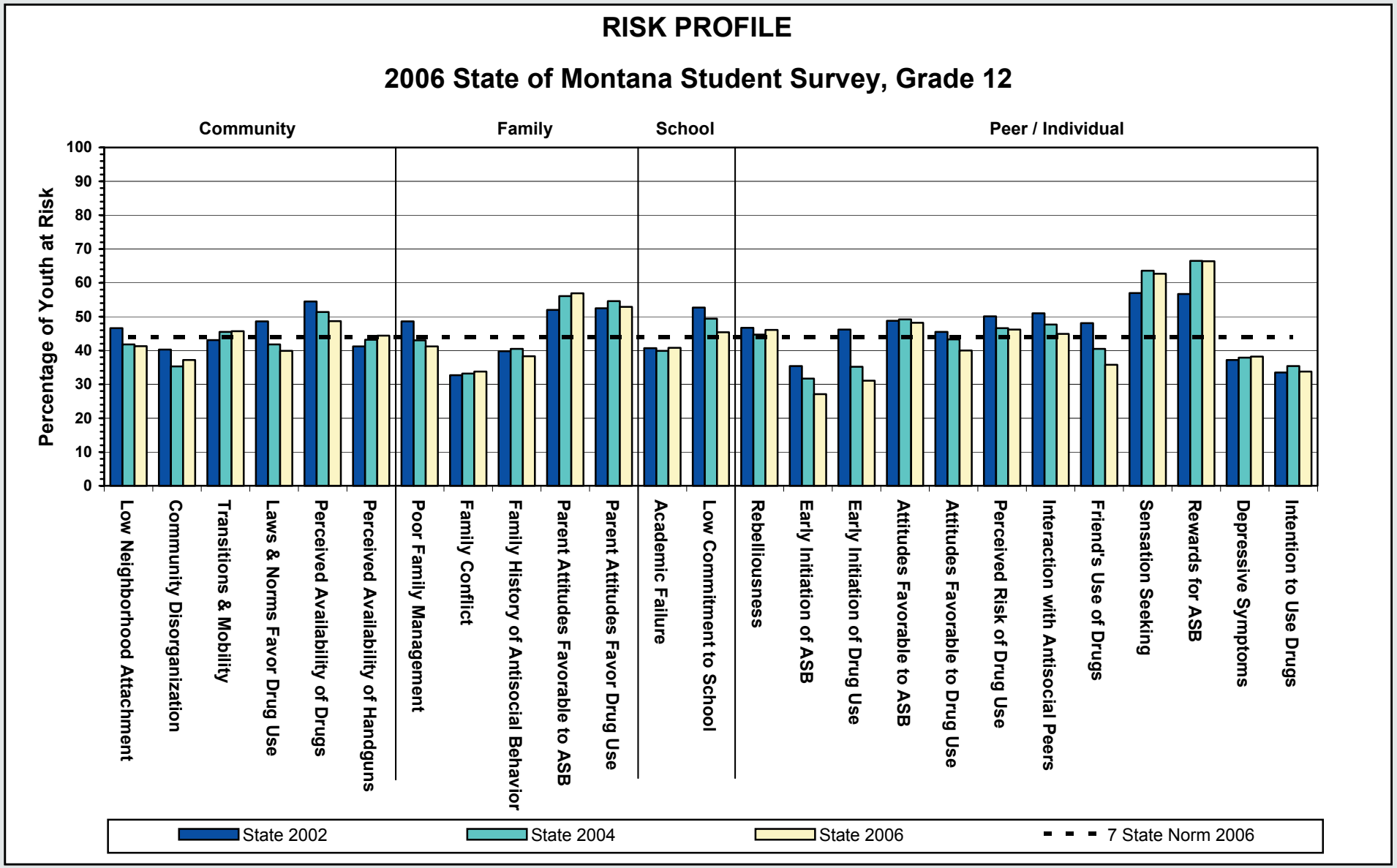
Risk and Protective Factor Profiles

Elevated Risk and Protection



Risk and Protective Factor Profiles

Elevated Risk and Protection



Risk and Protective Factor Profiles

Elevated Risk and Protection

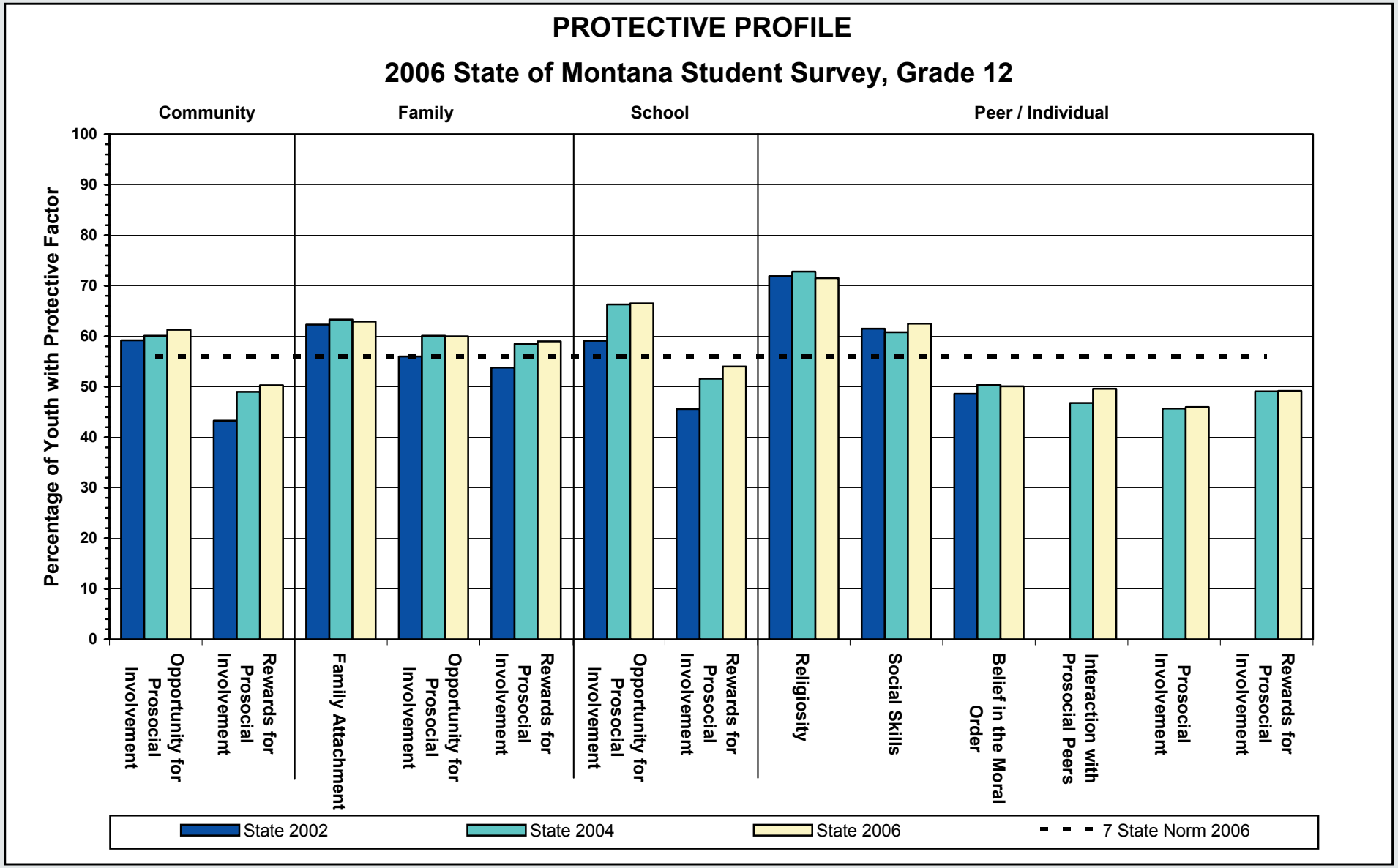


Table 2. Risk and Protective Factor Scale Definitions

Community Domain Risk Factors	
Community and Personal Transitions & Mobility	Neighborhoods with high rates of residential mobility have been shown to have higher rates of juvenile crime and drug selling, while children who experience frequent residential moves and stressful life transitions have been shown to have higher risk for school failure, delinquency, and drug use.
Community Disorganization	Research has shown that neighborhoods with high population density, lack of natural surveillance of public places, physical deterioration, and high rates of adult crime also have higher rates of juvenile crime and drug selling.
Low Neighborhood Attachment	A low level of bonding to the neighborhood is related to higher levels of juvenile crime and drug selling.
Laws and Norms Favorable Toward Drug Use	Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.
Perceived Availability of Drugs and Handguns	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
Community Domain Protective Factors	
Opportunities for Positive Involvement	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
Rewards for Positive Involvement	Rewards for positive participation in activities help children bond to the community, thus lowering their risk for substance use.
Family Domain Risk Factors	
Family History of Antisocial Behavior	When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.
Family Conflict	Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.
Parental Attitudes Favorable Toward Antisocial Behavior & Drugs	In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.
Poor Family Management	Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors. Also, parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems
Family Domain Protective Factors	
Family Attachment	Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.
Opportunities for Positive Involvement	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
Rewards for Positive Involvement	When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.
School Domain Risk Factors	
Academic Failure	Beginning in the late elementary grades (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.

Table 2. Risk and Protective Factor Scale Definitions (Continued)	
Low Commitment to School	Surveys of high school seniors have shown that the use of hallucinogens, cocaine, heroin, stimulants, and sedatives or non-medically prescribed tranquilizers is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.
School Domain Protective Factors	
Opportunities for Positive Involvement	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.
Rewards for Positive Involvement	When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors
Peer-Individual Risk Factors	
Early Initiation of Antisocial Behavior and Drug Use	Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.
Attitudes Favorable Toward Antisocial Behavior and Drug Use	During the elementary school years, most children express anti-drug, anti-crime, and prosocial attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
Friends' Use of Drugs	Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.
Interaction with Antisocial Peers	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
Perceived Risk of Drug Use	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
Rewards for Antisocial Behavior	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
Rebelliousness	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
Sensation Seeking	Young people who seek out opportunities for dangerous, risky behavior in general are at higher risk for participating in drug use and other problem behaviors.
Intention to Use ATODs	Many prevention programs focus on reducing the intention of participants to use ATODs later in life. Reduction of intention to use ATODs often follows successful prevention interventions.
Depressive Symptoms	Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors.
Gang Involvement	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
Peer-Individual Protective Factors	
Religiosity	Young people who regularly attend religious services are less likely to engage in problem behaviors.
Social Skills	Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to use drugs and engage in other problem behaviors.
Belief in the Moral Order	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
Prosocial Involvement	Participation in positive school and community activities helps provide protection for youth.
Prosocial Norms	Young people who view working hard in school and the community are less likely to engage in problem behavior.
Involvement with Prosocial Peers	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.

Table 3. Number of Students Who Completed the Survey

Total Students	Grade 8			Grade 10			Grade 12		
	State 2002	State 2004	State 2006	State 2002	State 2004	State 2006	State 2002	State 2004	State 2006
	6198	6207	7165	6258	6688	6223	5328	5684	5206

Table 4. Percentage of Students Who Used ATODs During Their Lifetime

Drug Used	Grade 8			Grade 10			Grade 12		
	State 2002	State 2004	State 2006	State 2002	State 2004	State 2006	State 2002	State 2004	State 2006
Alcohol	60.1	54.6	52.9	77.2	73.8	72.0	86.7	84.6	81.5
Cigarettes	34.8	32.4	28.6	49.2	43.8	42.4	62.9	57.6	52.8
Chewing Tobacco	12.2	11.4	12.2	23.4	22.8	24.5	32.6	31.8	32.0
Marijuana	20.3	18.1	13.9	41.9	39.9	35.9	53.9	53.6	47.3
Inhalants	16.0	15.5	16.5	13.6	13.0	15.4	12.1	11.5	11.2
Hallucinogens	2.9	1.8	1.6	7.0	5.8	4.5	12.6	10.2	7.5
Cocaine	3.1	1.7	1.5	5.0	3.9	4.0	8.9	8.5	7.9
Methamphetamines	*	*	1.5	*	*	3.5	*	*	5.8
Stimulants†	3.6	2.5	3.6	6.9	5.8	7.7	10.3	9.3	9.2
Opiates	2.0	1.1	0.9	2.7	2.6	2.0	4.9	4.2	3.2
Sedatives	9.2	9.7	10.0	15.2	15.8	14.2	17.4	19.0	16.7
Ecstasy	3.3	2.1	1.9	5.3	3.7	3.6	7.8	5.2	5.7
Any Drug	34.2	32.5	32.6	50.2	49.8	47.3	59.2	60.2	55.7

Table 5. Percentage of Students Who Used ATODs During the Past 30 Days

Drug Used	Grade 8			Grade 10			Grade 12		
	State 2002	State 2004	State 2006	State 2002	State 2004	State 2006	State 2002	State 2004	State 2006
Alcohol	28.0	24.2	23.3	48.3	46.2	40.7	59.3	60.5	53.8
Cigarettes	10.6	10.8	10.4	20.1	18.7	18.9	28.7	28.1	24.4
Chewing Tobacco	4.3	3.9	4.9	8.7	9.9	10.5	13.6	14.2	13.7
Marijuana	10.2	8.0	6.7	24.0	20.5	18.3	27.3	26.2	20.8
Inhalants	5.6	5.4	5.2	2.5	3.1	3.1	1.5	1.7	1.5
Hallucinogens	1.3	0.8	0.5	2.4	1.7	1.5	2.9	2.5	2.0
Cocaine	1.4	0.8	0.8	1.7	1.3	1.0	2.6	2.3	2.0
Methamphetamines	*	*	0.4	*	*	0.7	*	*	1.0
Stimulants†	1.6	0.9	1.5	2.6	1.8	2.8	3.1	3.1	2.4
Opiates	0.9	0.4	0.3	0.8	0.8	0.4	1.2	0.8	1.0
Sedatives	4.2	4.3	4.0	7.3	7.1	6.0	7.2	8.2	6.3
Ecstasy	1.4	0.8	0.5	1.8	0.9	0.7	1.7	0.9	1.4
Any Drug	18.9	15.9	15.6	30.3	27.1	25.5	32.4	32.0	27.2

Table 6. Percentage of Students With Heavy Use of Alcohol and Cigarettes

Drug Used	Grade 8			Grade 10			Grade 12		
	State 2002	State 2004	State 2006	State 2002	State 2004	State 2006	State 2002	State 2004	State 2006
Binge Drinking	17.0	16.2	13.3	31.1	32.3	26.9	41.1	44.4	37.9
1/2 Pack of Cigarettes/Day	0.9	0.4	0.5	1.7	1.2	0.9	2.9	2.9	1.7

Table 7. Percentage of Students With Antisocial Behavior in the Past Year

Behavior	Grade 8			Grade 10			Grade 12		
	State 2002	State 2004	State 2006	State 2002	State 2004	State 2006	State 2002	State 2004	State 2006
Suspended from School	10.7	11.4	12.2	9.9	9.8	10.7	7.6	7.9	7.7
Drunk or High at School	11.8	10.7	9.7	25.6	25.0	24.0	29.5	29.8	27.7
Sold Illegal Drugs	4.2	3.5	2.9	10.9	9.8	8.9	11.4	11.4	10.2
Stolen a Vehicle	4.2	4.3	3.8	3.7	4.0	3.7	1.9	1.8	2.6
Been Arrested	6.4	6.6	6.6	8.8	8.9	8.7	7.9	8.4	8.2
Attacked to Harm	12.1	14.8	14.8	11.0	14.4	13.5	8.3	11.2	10.4
Carried a Handgun	6.9	8.1	7.1	6.5	7.4	8.3	6.5	7.6	8.5
Handgun to School	0.6	0.8	0.6	0.9	1.1	1.3	0.8	0.9	0.9

* Not available, scale not included in survey

† 2006 refers to stimulants other than methamphetamines. For prior years, stimulants included methamphetamines.

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 8			Grade 10			Grade 12		
	State 2002	State 2004	State 2006	State 2002	State 2004	State 2006	State 2002	State 2004	State 2006
Community Domain									
Low Neighborhood Attachment	37.8	33.8	34.0	40.9	39.7	37.0	46.6	41.8	41.3
Community Disorganization	35.9	31.4	29.9	41.8	40.0	39.8	40.3	35.3	37.2
Transitions & Mobility	42.0	44.5	47.1	43.4	49.1	50.2	43.1	45.5	45.7
Laws & Norms Favor Drug Use	41.6	36.0	33.9	52.7	44.8	43.9	48.6	41.8	39.9
Perceived Availability of Drugs	47.2	39.4	35.1	57.2	52.6	47.5	54.5	51.4	48.7
Perceived Availability of Handguns	48.0	48.1	48.6	34.4	35.9	36.7	41.2	43.2	44.4
Family Domain									
Poor Family Management	46.1	40.9	39.1	42.9	42.1	37.8	48.6	43.0	41.2
Family Conflict	50.7	50.6	51.2	36.3	38.8	38.5	32.7	33.2	33.8
Family History of Antisocial Behavior	41.4	41.6	38.8	42.4	43.0	41.7	39.8	40.5	38.3
Parent Attitudes Favorable to ASB	48.1	53.9	54.3	53.6	57.0	57.2	52.0	56.1	56.9
Parent Attitudes Favor Drug Use	33.8	34.1	34.4	50.9	52.0	50.3	52.5	54.6	52.9
School Domain									
Academic Failure	47.0	46.8	45.9	45.3	46.4	45.8	40.7	39.9	40.8
Low Commitment to School	47.7	45.8	42.7	50.8	49.2	43.5	52.7	49.4	45.4
Peer-Individual Domain									
Rebelliousness	41.8	43.2	41.0	47.3	48.3	46.5	46.7	44.7	46.1
Early Initiation of ASB	29.3	32.6	25.3	34.2	36.0	30.1	35.4	31.7	27.1
Early Initiation of Drug Use	40.2	32.9	29.0	44.4	31.0	27.4	46.2	35.2	31.1
Attitudes Favorable to ASB	42.2	43.3	39.6	52.2	51.8	50.3	48.8	49.2	48.2
Attitudes Favorable to Drug Use	32.3	30.5	26.2	45.7	42.2	40.1	45.5	43.3	40.0
Perceived Risk of Drug Use	35.8	38.8	35.4	42.6	39.2	39.7	50.1	46.6	46.2
Interaction with Antisocial Peers	44.2	44.5	42.8	50.9	48.7	47.9	51.0	47.7	44.9
Friend's Use of Drugs	46.1	41.1	36.7	51.3	44.6	40.4	48.1	40.5	35.8
Sensation Seeking	57.2	66.9	61.6	58.1	65.1	60.9	57.0	63.6	62.7
Rewards for ASB	49.0	49.6	43.9	48.8	52.9	49.5	56.7	66.5	66.4
Depressive Symptoms	44.8	46.9	43.9	42.2	47.0	45.1	37.2	37.9	38.2
Intention to Use Drugs	34.1	34.5	32.0	47.1	48.0	46.5	33.5	35.4	33.8

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 8			Grade 10			Grade 12		
	State 2002	State 2004	State 2006	State 2002	State 2004	State 2006	State 2002	State 2004	State 2006
Community Domain									
Opportunity for Prosocial Involvement	66.0	62.2	63.4	62.6	58.9	61.8	59.2	60.1	61.3
Rewards for Prosocial Involvement	35.7	41.2	43.0	43.0	48.5	49.7	43.3	49.0	50.3
Family Domain									
Family Attachment	53.5	56.5	54.9	50.0	50.6	49.1	62.3	63.3	62.9
Opportunity for Prosocial Involvement	58.3	63.9	64.9	55.0	57.3	58.4	56.0	60.1	60.0
Rewards for Prosocial Involvement	59.9	65.2	65.8	53.5	56.6	57.8	53.8	58.5	59.0
School Domain									
Opportunity for Prosocial Involvement	62.8	66.5	67.7	60.6	64.3	67.5	59.1	66.3	66.5
Rewards for Prosocial Involvement	50.6	56.0	58.6	59.0	66.2	68.9	45.6	51.6	54.0
Peer-Individual Domain									
Religiosity	54.3	54.7	52.3	49.6	48.0	47.2	71.9	72.8	71.5
Social Skills	61.8	62.4	65.0	50.7	50.3	54.0	61.5	60.8	62.5
Belief in the Moral Order	58.3	61.2	63.0	62.6	64.1	66.8	48.6	50.4	50.1
Interaction with Prosocial Peers	*	57.0	57.3	*	51.3	55.2	*	46.8	49.6
Prosocial Involvement	*	49.8	52.2	*	47.8	51.9	*	45.7	46.0
Rewards for Prosocial Involvement	*	63.5	66.2	*	57.3	61.9	*	49.1	49.2

* Not available, scale not included in survey

Contacts for Prevention

Montana Department of Public Health and Human Services,
Addictive and Mental Disorders Division,
Chemical Dependency Bureau
P.O. Box 202905
Helena, MT 59620-2905
(406) 444-3907

Joan Cassidy, Bureau Chief
jcassidy@mt.gov
(406) 444-6981

Jackie Jandt, Planning and Outcome Officer
- Community Incentive Program
- Substance Abuse Prevention and Treatment Block Grant
- Strategic Prevention Framework State Incentive Grant

Prevention Needs Assessment Project Director
jjandt@mt.gov
(406) 444-9656

Office of Public Instruction
Susan Court,
Youth Risk Behavior Survey Project Director
scourt@mt.gov
(406) 444-3178
(406) 444-1963

WestCAPT Coordinator for Montana
Diane Hipp
University of Nevada, Reno
Reno, NV 89557
(775) 742-5791
http://captus.samhsa.gov/western/western.cfm

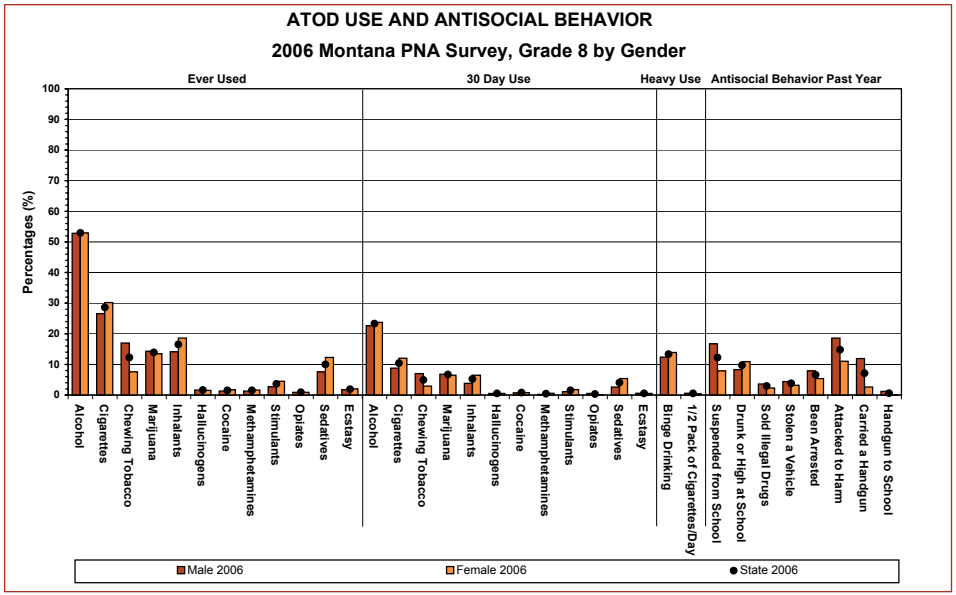
This Report Was Prepared for the State of Montana by:
Bach Harrison, L.L.C.
116 S. 500 E.
Salt Lake City, UT 84102
http://www.bach-harrison.com
(801) 359-2064

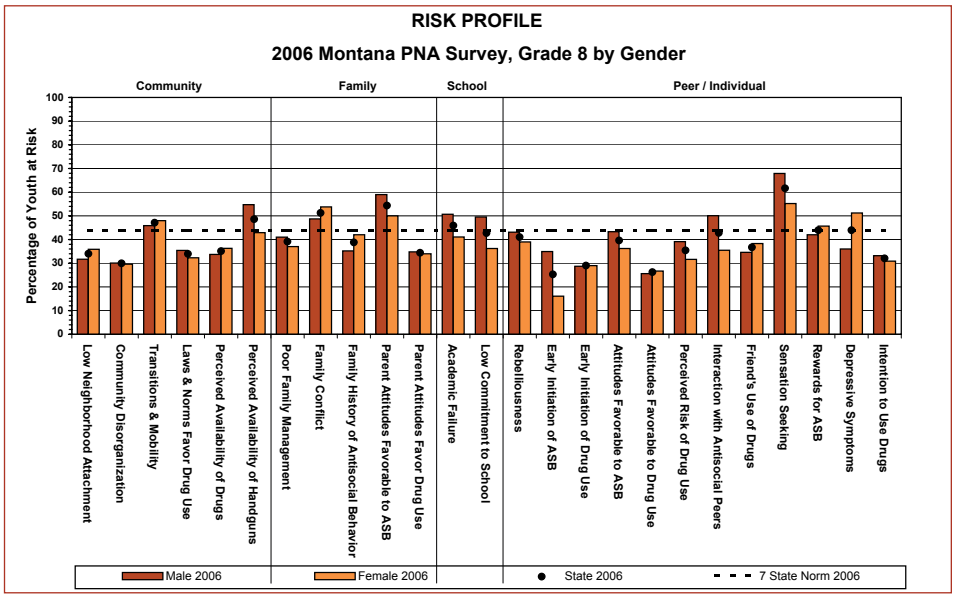
Additional Information About the Montana Prevention Needs Assessment Survey

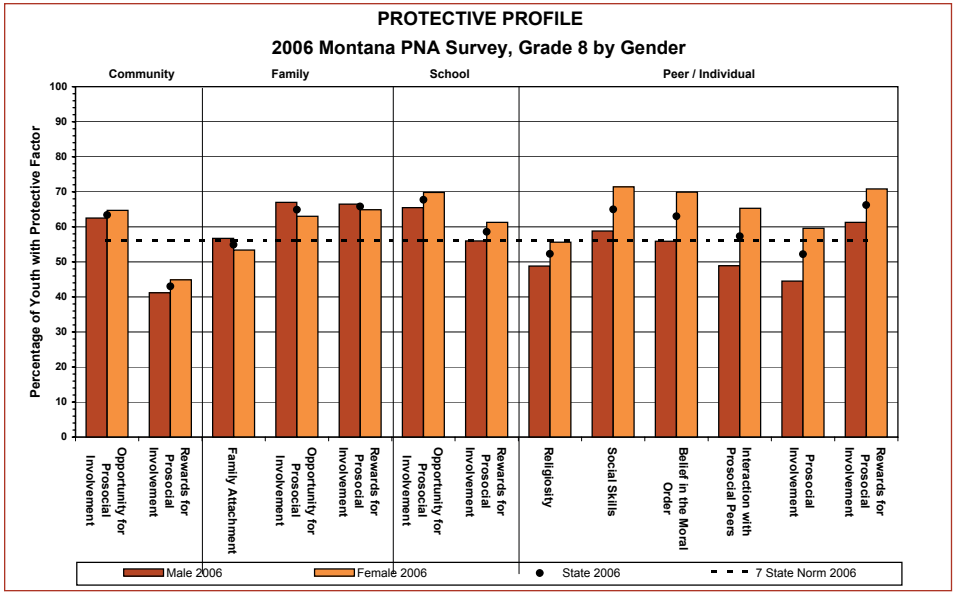
The survey booklets were designed and scanned, the data analyzed, and the various reports produced by Bach Harrison, L.L.C., under contract with the Chemical Dependency Bureau. Questions regarding the survey can be directed to Jackie Jandt, PNA Project Director, Chemical Dependency Bureau, Addictive and Mental Disorders Division, Department of Public Health and Human Services, PO Box 202905, Helena, MT 59620-2905, phone (406) 444-9656, fax (406) 444-9389, or e-mail jjandt@mt.gov.

Additional information on risk and protective factors, additional PNA data, and electronic versions of this report and other reports can be found at the Montana Prevention Resource Center Website – www.prevention.mt.gov. To find additional information, data, and reports, go to the Montana Prevention Resource Center Website, select the "Statistics" toolbar, and then select the link for "Montana Prevention Needs Assessment."

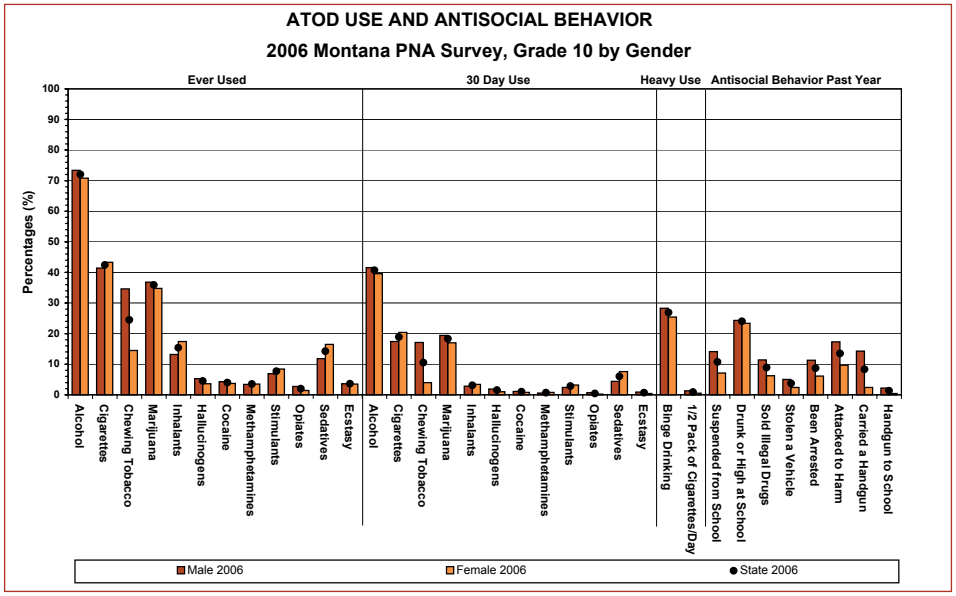
8th Grade
Montana Male and Female Profile Report Charts

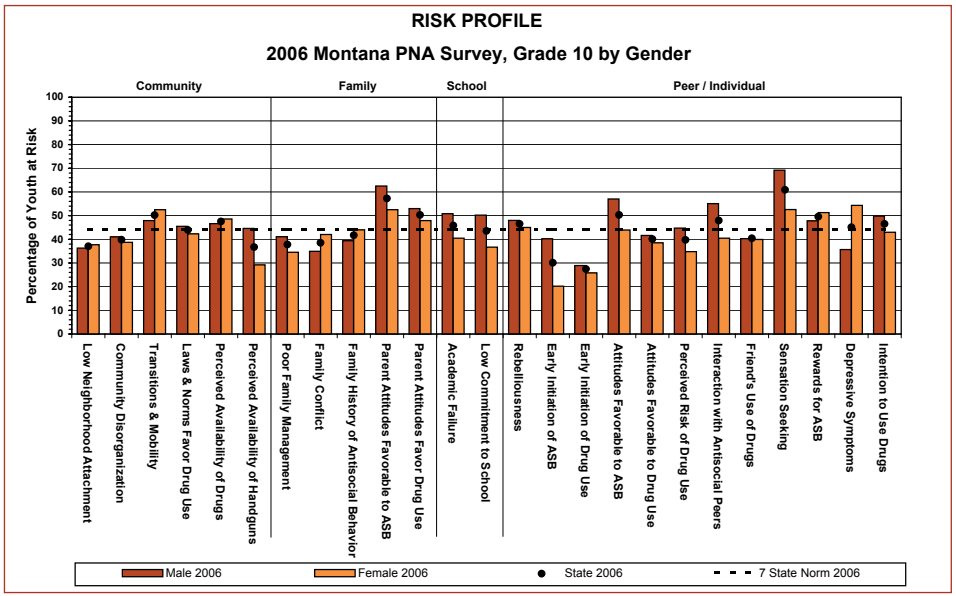


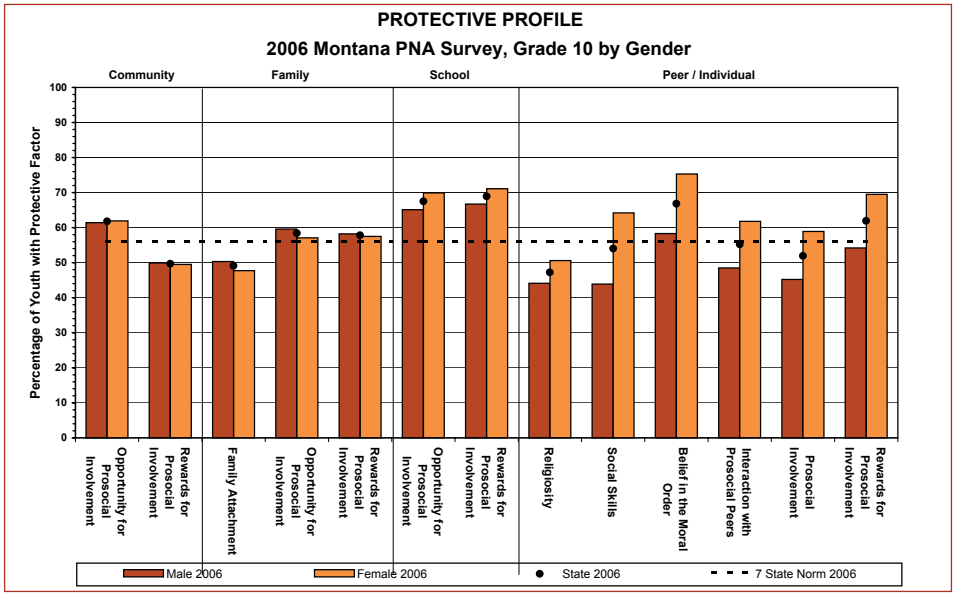




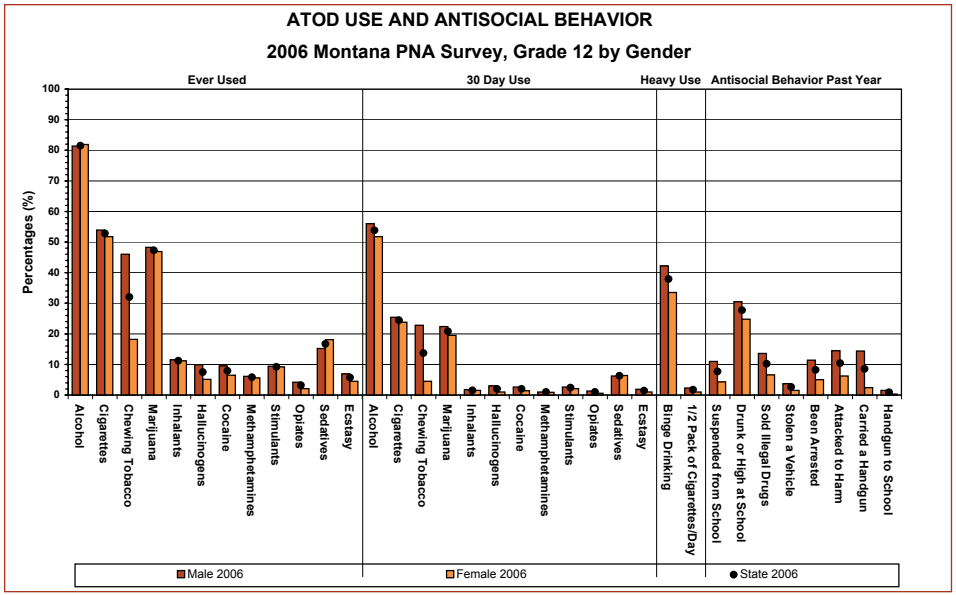
10th Grade
Montana Male and Female Profile Report Charts

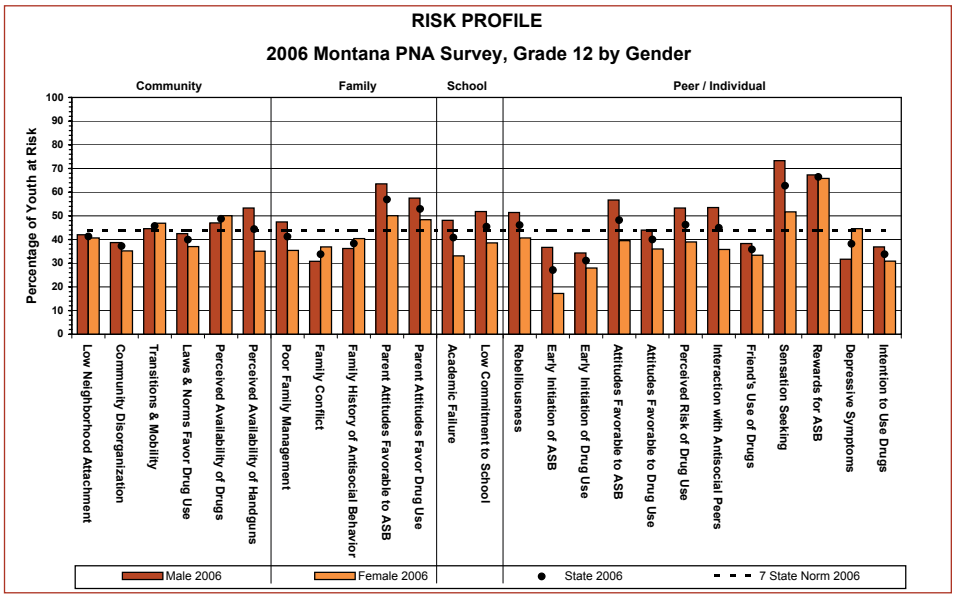


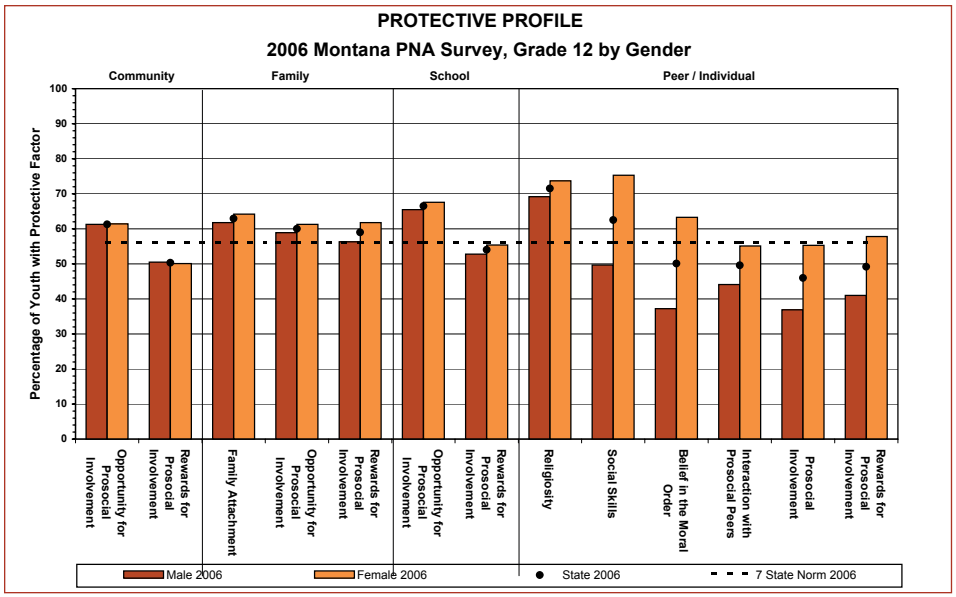




12th Grade
Montana Male and Female Profile Report Charts







Appendix F: Lifetime and 30-Day Substance Use by MACO Region

Lifetime ATOD Use by MACO Region (2006)

	Alcohol	Cigarettes	Smokeless Tobacco	Marijuana	Inhalants	Hallucinogens	Cocaine	Methamphetamines	Stimulants	Sedatives	Ecstasy	Heroin	Any Drug
Region 1	69.8	49.5	24.6	35.4	15.3	3.4	3.6	5.3	6.8	13.5	3.6	1.8	50.8
Region 2	72.5	40.5	31.3	10.5	15.0	1.1	0.4	0.8	3.8	6.8	1.5	0.4	28.3
Region 3	72.4	58.7	38.9	39.5	14.9	3.6	4.0	6.2	7.1	11.3	3.9	1.1	51.7
Region 4	74.0	50.6	29.3	39.3	14.2	6.0	4.5	5.6	8.5	17.3	4.2	3.0	51.2
Region 5	71.1	47.8	29.8	33.6	17.2	3.5	3.9	2.9	6.9	13.5	3.0	1.6	46.0
Region 6	70.3	39.4	27.7	26.0	16.6	2.2	2.2	2.3	7.5	13.2	1.8	1.5	40.6
Region 7	64.2	38.8	16.4	31.8	14.8	5.4	5.2	4.7	8.7	14.0	3.7	2.0	44.9
Region 8	67.3	40.2	20.6	30.5	14.8	3.8	3.6	2.7	6.3	13.6	3.4	2.1	44.9
Region 9	61.1	31.8	17.1	27.1	10.6	4.4	6.5	3.2	6.7	12.8	5.3	2.1	39.1
Region 10	68.7	43.0	22.9	31.2	14.1	4.5	4.4	3.7	6.1	14.5	4.2	2.4	46.2
Region 11	68.2	34.0	17.6	32.1	15.3	5.0	3.8	2.3	4.8	13.2	3.3	2.0	46.4
Region 12	66.5	36.1	28.9	21.7	13.7	1.2	2.1	1.4	3.8	9.2	1.7	1.1	34.9

30-day ATOD Use by MACO Region (2006)

	Alcohol	Cigarettes	Smokeless Tobacco	Marijuana	Inhalants	Hallucinogens	Cocaine	Methamphetamines	Stimulants	Sedatives	Ecstasy	Heroin	Any Drug
Region 1	40.1	25.3	10.9	16.7	3.5	0.7	0.5	1.1	1.8	5.6	0.6	0.4	25.0
Region 2	37.1	20.1	12.0	2.3	2.9	0.8	1.1	0.4	1.8	3.4	0.8	0.4	10.1
Region 3	41.8	31.3	19.7	15.3	1.8	1.2	0.9	0.7	1.5	3.5	0.9	0.0	21.9
Region 4	42.9	23.8	14.6	19.5	3.8	1.9	1.8	1.0	3.9	8.8	0.7	1.1	28.7
Region 5	37.8	22.1	13.2	16.7	3.9	0.7	0.9	0.8	1.8	5.2	0.7	0.3	24.1
Region 6	38.5	16.4	10.3	11.0	4.4	1.2	0.7	0.3	3.0	5.4	0.4	0.6	19.9
Region 7	36.5	18.0	6.2	15.8	3.7	2.0	1.4	1.0	2.6	6.0	0.7	0.5	24.1
Region 8	37.9	16.8	7.8	14.8	4.0	0.8	0.9	0.3	2.4	5.5	0.9	0.7	22.5
Region 9	33.4	13.0	7.0	12.2	2.5	1.7	2.4	1.0	2.7	5.8	1.7	0.9	20.3
Region 10	38.6	16.9	10.1	13.6	3.6	1.2	1.2	0.8	2.2	5.2	1.2	0.8	22.4
Region 11	40.3	12.4	7.4	16.2	3.0	1.3	0.8	0.4	1.4	4.6	0.6	0.3	22.9
Region 12	34.2	12.7	13.1	10.0	4.0	0.2	0.5	0.1	1.1	4.2	0.5	0.3	16.2